DOCUMENT RESUME

ED 030 000 VT 008 751

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM). Spring 1969.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note-206p.

Available from-Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.75)

EDRS Price MF-$1.00 HC-$10.40

Descriptors-*Annotated Bibliographies, Clearinghouses, *Educational Research, Indexes (Locaters), Information Dissemination, Resource Materials, *Technical Education, *Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Instructional Materials and Devices, (8) Research Design and Research Development, (9) Students Occupational Guidance and Other Student Personnel Services, (10) Teachers and Teacher Education, (11) Teaching and Learning, and (12) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 008 784). (HC)

ED 030000

ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

SPRING 1969

ERIC CLEARINGHOUSE
THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

VT008751

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Comprehensive and Vocational Education Research, U. S. Office of Education. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and inservice education program;
6. To provide a national information retrieval, storage, and dissemination system for vocational and technical education linked with the Educational Resources Information Center located in the U. S. Office of Education.

Abstracts of
Research and Related
Materials
in
Vocational and Technical Education (ARM),
SPRING 1969.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ERIC Clearinghouse
The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road, Columbus, Ohio 43210

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Abstracts of Research and Related Materials in Vocational and Technical Education is a quarterly publication (Fall, Winter, Spring, Summer) published by the ERIC Clearinghouse on Vocational and Technical Education. Subscription is $9.00 per year. Send order to Publications Clerk, The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210. Contents of this publication may be reprinted freely without requesting permission, providing appropriate credit is given to the Clearinghouse.

PREFACE

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and the companion publication Abstracts of Instructional Materials in Vocational and Technical Education (AIM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with Fall 1967 issues.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Educational Resources Information Center (ERIC-USOE). With the growth of vocational and technical education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and for shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education. ARM and AIM give visibility to a document-based information system which constitutes an on-going data bank of research and resource materials in vocational and technical education. Following are some of the benefits derived from this data base:

- A central source of information to be reviewed and synthesized into state-of-the-art papers, critical reviews, interpretive papers, etc.
- A resource which includes different kinds of materials, e.g., instructional materials, descriptive reports, survey reports, dissertations, conference proceedings, program plans or procedures, research reports.
- Provision for availability of primary source materials through the ERIC Document Reproduction Service (EDRS) and/or other distribution agencies.
- A source of bibliographies and a resource for development of bibliographies.
- A source of materials for different user groups (i.e., administrators, supervisors, teacher educators, teachers, legislative and advisory bodies) with information needs in such diverse areas as teaching and learning, manpower needs and requirements, research design and methodology, evaluation.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of ARM and AIM is similar to that of Research in Education (RIE)[1], the primary publication of the Educational Resources Information Center (ERIC). RIE includes abstracts from all ERIC Clearinghouses. The abstracts of materials reported in ARM relate specifically to the educational field of vocational and technical education and constitute a segment of ERIC, the national information system for American education.

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[1] Research in Education is published 12 times a year. The first issue was no. 1, November 1966. Subscription: Domestic $21.00 a year; foreign $5.25 additional. Single copy: Domestic, $1.75. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

In addition to the two quarterly publications, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), and Abstracts of Instructional Materials in Vocational and Technical Education (AIM), other publications will be issued from time to time. These will typically concern themselves with reviewing and synthesizing information in specific areas of vocational and technical education, e.g., Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor
Director

INTRODUCTION

Organization of ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Research and Related Materials in Vocational and Technical Education has two basic formats -- resumes and indexes -- to serve the browser and those seeking specific information. The resumes are organized according to several topical groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. These indexes are:

Personal and Institutional Author Index

Document Number Index

Conversion of Document Number Index (VT to ED or MP, ED or MP to VT)

Vocational and Supporting Services Index

Subject and Identifier Index

All of the indexes refer to page numbers in this publication to enable the reader to quickly locate any resume of interest.

Availability of ARM

ARM is published quarterly (Fall, Winter, Spring, Summer). The first issue began Fall 1967. At this time the four issues for the period Fall 1967 - Summer 1968 and the AIM-ARM Annual Index, 1967-68 are available only on microfiche or facsimile copy. Microfiche or facsimile for all previous issues may be ordered from ERIC Document Reproduction Service (EDRS), The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Please write to EDRS for order forms.

ED 013 336	Fall 1967 ARM	MF - $1.00	or	HC - $10.60
ED 015 335	Winter 1967 ARM	MF - $ .75	or	HC - $ 9.10
ED 016 875	Spring 1968 ARM	MF - $ .75	or	HC - $ 9.10
ED 019 525	Summer 1968 ARM	MF - $1.25	or	HC - $14.15
ED 022 064	AIM-ARM Annual Index, 1967-68	MF - $ .50	or	HC - $ 6.30
ED 022 970	Fall 1968 ARM	MF - $1.25	or	HC - $14.10
ED (See Jul '69 RIE)	Winter 1968 ARM	MF - $1.00	or	HC - $10.65

Subscriptions for hard copy may be initiated with the Fall 1968 issue, or subsequent issues. Send order indicating quarter and year that subscription is to begin to:

Publications Clerk
The Center for Vocational and Technical Education
1900 Kenny Road
Columbus, Ohio 43210

Availability of Materials Reported in ARM

A basic concept of the ERIC system is to make known the availability of the full text of materials abstracted. Most of the materials processed into the ERIC system with an ERIC Document (ED) number will be available from the ERIC Document Reproduction Service (EDRS) in the form of microfiche or facsimile copy. There is an EDRS availability line with each abstract which indicates if a document may be obtained from EDRS. If a document is not available from EDRS, the agency and address from which the document may be obtained is in the resume. Microfiche or facsimile copy must be ordered by ED (ERIC Document) number since EDRS is not set up to respond to requests for materials by subject. AIM and ARM indexes can be used to determine ED numbers which relate to problem areas.

Materials with ED numbers are announced in Research in Education (RIE) as well as AIM or ARM. These are available as individual documents through EDRS or another source. Documents with VT numbers only are not announced in RIE but are included in AIM and ARM. They are not available as individual documents from EDRS but as part of a VT-ERIC set. Microfiche availability will be shown in the resume as MF AVAILABLE IN VT-ERIC SET. The documents are grouped in VT number sequence as a microfiche set for each issue of AIM or ARM. Each set is announced in RIE under a single (ED) number. The Fall 1967 - Summer 1968 Microfiche Collections contain documents with VT numbers only and ED documents. Beginning with Fall 1968, the microfiche set contains the documents which have only VT numbers. Thus the microfiche collection for a particular issue of ARM now contains the items in that issue of ARM which have the statement, MF AVAILABLE IN VT-ERIC SET, in the resume. These sets may be ordered from EDRS. Information to be used in ordering the sets for ARM follows:

ARM Microfiche Collections

ARM	ED Number	Microfiche
Fall 1967	ED 013 338	$25.00
Winter 1967	ED 015 348	$26.25
Spring 1968	ED 016 876	$38.00
Summer 1968	ED 019 526	$72.75
Fall 1968	ED 022 065	$ 5.75
Winter 1968	ED (See Jul '69 RIE)	$34.25

It should be noted that organizations which have standing orders with EDRS for the total microfiche collections in RIE will automatically receive the ARM and AIM microfiche collections. If an organization wishes to order only the materials abstracted by VT-ERIC which are announced in RIE and are on microfiche, a standing order may be initiated with EDRS for a VT-ERIC package. This package will automatically include the ARM and AIM microfiche collections. Contact EDRS for information about cost of current or retrospective VT-ERIC packages.

Availability Key for Materials Reported in ARM

Accession Number	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS) provided that the information is shown on EDRS price line.
ED appears with reference to an RIE issue (e.g., ED (See Aug. '69 RIE)	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of ARM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.
Items not available through EDRS or in a VT-ERIC set will usually have a source of availability cited on the availability line in the abstract.	

ERIC Document Reproduction Service (EDRS)

The ERIC Document Reproduction Service (EDRS) is operated by The National Cash Register Company. Request order forms from:

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Bethesda, Maryland 20014

Prices for microfiche and/or hard copy undergo occasional changes which become effective when announced in Research in Education. EDRS prices cited in AIM and ARM reflect the prices in effect at the time of publication. Retrospective use of AIM and ARM require attention to the most recent price schedules and ordering information which is available in a current issue of RIE.

Scope of the Clearinghouse

The Clearinghouse on Vocational and Technical Education is responsible for acquiring, processing, and disseminating research reports, instructional materials, information analysis products and other resource materials related to vocational and technical education. In addition to this general area, coverage includes the specific occupational fields of agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, and new sub-professional fields. The clearinghouse scope also encompasses the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology. The following subject categories when specifically oriented to vocational-technical education and its related fields are included in the scope of the clearinghouse: administration and supervision, curriculum, employment and occupations, evaluation and measurements, facilities and equipment, historical studies, individuals with special needs, instructional materials and devices, philosophy and objectives, research design and development, occupational guidance and other student personnel services, students, teachers, teacher education, teaching and learning.

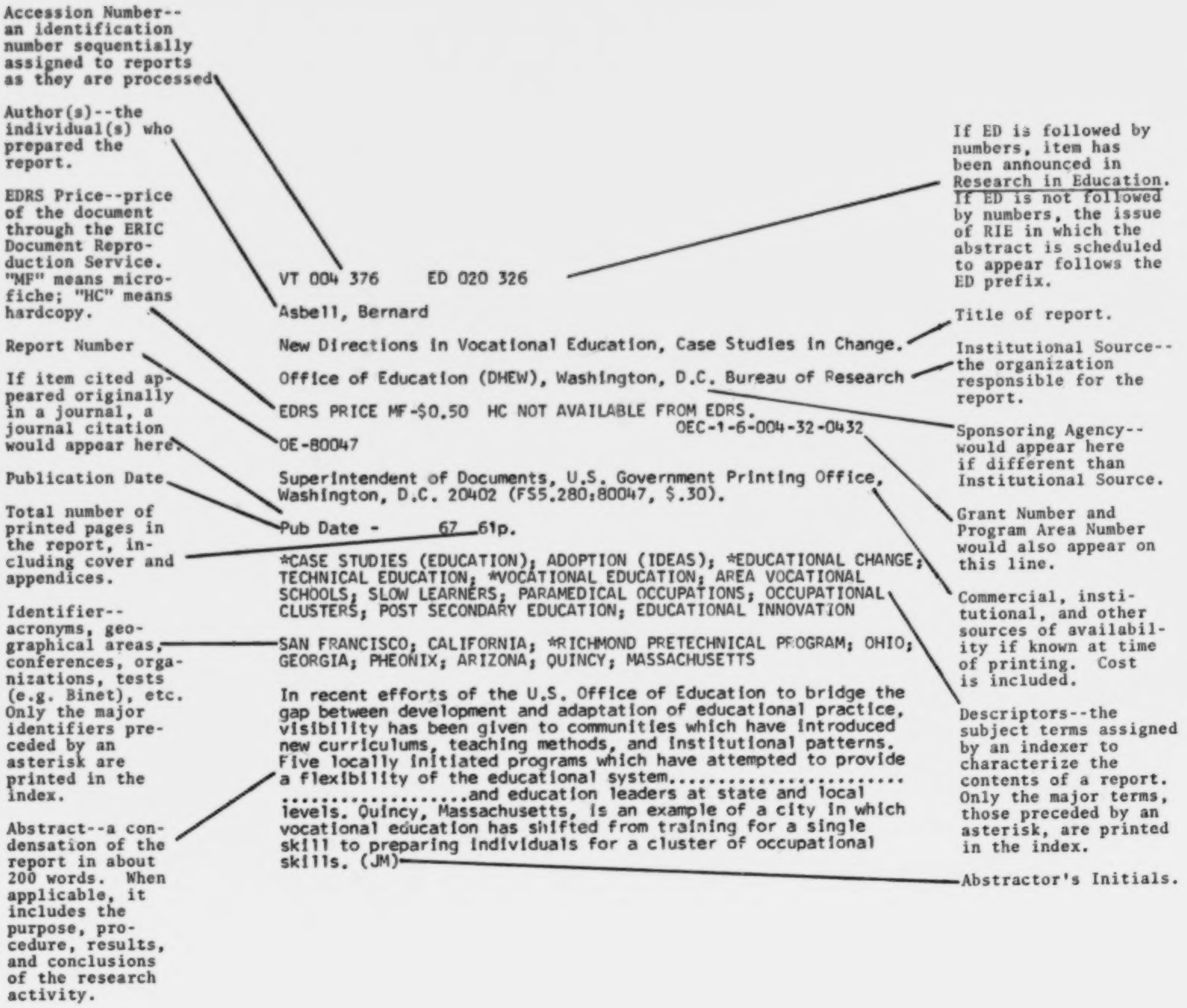
Acquisitions

The adequacy of information in this publication, as well as other services of this clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the initiative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at the Center.

Abbreviations

AIM	Abstracts of Instructional Materials in Vocational and Technical Education
ARM	Abstracts of Research and Related Materials in Vocational and Technical Education
ED	ERIC Document
EDRS	ERIC Document Reproduction Service
ERIC	Educational Resources Information Center
HC	Hard copy
MF	Microfiche
RIE	Research in Education
VT	Vocational-Technical

SAMPLE RESUME



Accession Number--an identification number sequentially assigned to reports as they are processed.

Author(s)--the individual(s) who prepared the report.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hardcopy.

Report Number

If item cited appeared originally in a journal, a journal citation would appear here.

Publication Date

Total number of printed pages in the report, including cover and appendices.

Identifier--acronyms, geographical areas, conferences, organizations, tests (e.g. Binet), etc. Only the major identifiers preceded by an asterisk are printed in the index.

Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

VT 004 376   ED 020 326

Asbell, Bernard

New Directions in Vocational Education, Case Studies in Change.

Office of Education (DHEW), Washington, D.C. Bureau of Research

EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
OEC-1-6-004-32-0432

OE-80047

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280:80047, $.30).

Pub Date - 67 61p.

*CASE STUDIES (EDUCATION); ADOPTION (IDEAS); *EDUCATIONAL CHANGE; TECHNICAL EDUCATION; *VOCATIONAL EDUCATION; AREA VOCATIONAL SCHOOLS; SLOW LEARNERS; PARAMEDICAL OCCUPATIONS; OCCUPATIONAL CLUSTERS; POST SECONDARY EDUCATION; EDUCATIONAL INNOVATION

SAN FRANCISCO; CALIFORNIA; *RICHMOND PRETECHNICAL PROGRAM; OHIO; GEORGIA; PHEONIX; ARIZONA; QUINCY; MASSACHUSETTS

In recent efforts of the U.S. Office of Education to bridge the gap between development and adaptation of educational practice, visibility has been given to communities which have introduced new curriculums, teaching methods, and institutional patterns. Five locally initiated programs which have attempted to provide a flexibility of the educational system.........................
...................and education leaders at state and local levels. Quincy, Massachusetts, is an example of a city in which vocational education has shifted from training for a single skill to preparing individuals for a cluster of occupational skills. (JM)

If ED is followed by numbers, item has been announced in Research in Education. If ED is not followed by numbers, the issue of RIE in which the abstract is scheduled to appear follows the ED prefix.

Title of report.

Institutional Source--the organization responsible for the report.

Sponsoring Agency--would appear here if different than Institutional Source.

Grant Number and Program Area Number would also appear on this line.

Commercial, institutional, and other sources of availability if known at time of printing. Cost is included.

Descriptors--the subject terms assigned by an indexer to characterize the contents of a report. Only the major terms, those preceded by an asterisk, are printed in the index.

Abstractor's Initials.

Availability Key for Materials Reported in ARM

Accession Number:	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS) provided the information is shown on EDRS price line.
ED appears without a number	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of ARM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.
Items not available through EDRS or in a VT-ERIC set will usually have a source of availability at the end of the abstract.	

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ADMINISTRATION AND SUPERVISION SECTION

VT 000 465 ED 021 949
Mangus, Garth L.
Contributions and Costs of Manpower Development and Training. Policy Papers in Human Resources and Industrial Relations No. 5.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations
National Manpower Policy Task Force, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.85
Publications Office, Institute of Labor and Industrial Relations, Museums Annex, Ann Arbor, Michigan 48104 ($2.00).
Pub Date - Dec67 95p.

*FEDERAL PROGRAMS; *EMPLOYMENT PROGRAMS; *PROGRAM EVALUATION; *COST EFFECTIVENESS; EXPENDITURES; MANPOWER DEVELOPMENT; OBJECTIVES; PROGRAM EFFECTIVENESS; UNEMPLOYED; UNEMPLOYMENT; DISADVANTAGED GROUPS; POVERTY PROGRAMS; EMPLOYMENT SERVICES; WAGES; VOCATIONAL EDUCATION; APPRENTICESHIPS; MANPOWER NEEDS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

As a part of a larger project under a grant from the Ford Foundation to evaluate federal manpower policies and programs, this evaluation of the training efforts under Title II of the Manpower Development and Training Act (MDTA) made use of data provided by the Departments of Labor and Health, Education, and Welfare. By the end of fiscal 1967, 1.2 billion dollars had been obligated for training the unemployed and underemployed under Title II of the Act. As the combined result of original congressional intent and subsequent experience, MDTA induced programs have come to have six potential and identifiable objectives: (1) facilitating employment of the unemployed, (2) reducing poverty, (3) lessening inflationary pressures, (4) meeting labor shortages, (5) upgrading the labor force, and (6) revamping traditional institutions. On the basis of a detailed analysis of both quantifiable and nonquantifiable accomplishments, the extent to which each objective has been achieved is examined and estimates of the overall costs of the program are made before turning to a review of cost-benefit studies for comparison with previous conclusions. The results of the appraisal are clearly favorable. In general, every current component may not pay, but the overall contributions of the program have exceeded its costs by a margin which not only merits support but justifies expansion. (ET)

VT 000 675 ED 018 545
The Future Farmer of Today is the Successful Farmer of Tomorrow, An Authoritative Report on the Diffusion Process and the Adoption Status of Farmers.

Future Farmers of America, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.65
Pub Date - 63 11p.

*VOCATIONAL AGRICULTURE; *ADOPTION (IDEAS); YOUTH CLUBS; *FARMERS; *EDUCATIONAL BACKGROUND; NATIONAL SURVEYS; *DIFFUSION; INDIVIDUAL CHARACTERISTICS

A synopsis of characteristics and communications behavior of adopters of new farm ideas, and an introduction to how an aggressive marketing program can be keyed to the diffusion process and adoption status of farmers is presented. The diffusion process involves the spread of new ideas from the sources of development to the adopter through communication. In the adoption process, an individual passes through the stages of awareness, interest, evaluation, trial, and adoption. Technological innovations in farming tend to flow from the impersonal sources to the earlier adopters and from them as personal communication to the later adopters. Early adopters represent one of the most important factors in the agricultural marketing picture. The 3,778 members of the Doane Countrywide Farm Panel under 45 years of age were surveyed to determine whether a relationship exists between a farmer's having studied vocational agriculture and his present adoption status. Each farmer on the Panel was categorized as an early adopter, a middle adopter, or a late adopter. The primary comparisons were made between those farmers who had vocational agriculture training and those who had none. There tended to be a higher proportion of early adopters among those farmers who had vocational agriculture. It was concluded that agricultural marketers should consider the future farmers with vocational agriculture training as the ones who become early adopters. (WB)

VT 000 872
Summary of Conferences on Professional and Leadership Development for West Virginia County Vocational Supervisory Personnel (January 10-14, 1966, February 14-18, 1966, March 14-18, 1966).

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical and Adult Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 84p.

*LEADERSHIP TRAINING; CONFERENCE REPORTS; STATE SUPERVISORS; SUPERVISORS; *VOCATIONAL EDUCATION; VOCATIONAL DIRECTORS; *EDUCATIONAL PRINCIPLES; *PROGRAM PLANNING; SUPERVISION; *EDUCATIONAL ADMINISTRATION; PROGRAM EVALUATION

The objectives of this series of 3 leadership conferences were (1) to provide information and experience from which supervisors could formulate a philsophical foundation and which would familiarize them with the principles and concepts of vocational education, (2) to provide an understanding of the structure of vocational education in West Virginia, (3) to develop essential guidelines and procedures for planning, implementing, operating, and evaluating a county program of vocational education, and (4) to facilitate the planning of projected county vocational education activities. The 50 participants of the three conferences were vocational education directors, supervisors, coordinators, and program specialists. The major focus of the presentations at the conference sessions were (1) the evolution, history and philsophical bases of vocational education, (2) a cooperative approach to program planning by the various vocational fields, and (3) administration and supervision of state and county programs. Summaries of selected presentations are included. (EM)

VT 000 900
Report of the Inservice Workshop-Conference on Cooperative Occupational Education Programs (Rehoboth Beach, Delaware, August 8-12, 1966).

Delaware State Dept. of Public Instruction, Dover. Vocational-Technical Education and Extended Services
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 80p.

*COOPERATIVE EDUCATION; *VOCATIONAL EDUCATION; PROGRAM GUIDES; *PROGRAM PLANNING; INSTRUCTOR COORDINATORS; CONFERENCE REPORTS; INSERVICE TEACHER EDUCATION
*INSERVICE WORKSHOP-CONFERENCE ON COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS, REHOBOTH BEACH, DELAWARE, AUGUST 8-12, 1966

Thirty teachers of various vocational education programs in Delaware convened to discuss the organization and administration of cooperative occupational education programs. Some of the specific objectives of this workshop were to provide (1) opportunity for potential coordinators to discuss common problems and basic issues relative to all cooperative occupational education programs, (2) opportunity for potential coordinators to meet the qualifications for coordinating such programs, and (3) the manpower to meet the needs for Delaware's planned expanded cooperative occupational education programs in all areas. Highlights of the conference addresses are presented. The appendix contains many examples of materials: (1) Recommended Training Procedure, (2) Profile Check Sheets-for a Grocery Store, Nursery and Florist Shop, Gasoline Service Station, Wholesale Automotive Supply Store, (3) Factors Influencing Enrollment in Distributive Education Programs in Iowa, (4) Participating Projects Plan, (5) Why Cooperative Students Should Be Paid for Work in Private Employment, (6) Advisory Committee, (7) Coordination Planning Chart, (8) coordinator's Visitation Report, (9) Progress Report, (10) Vocational Education Community Survey, (11) Selection of Training Stations, (12) Sponsor's Responsibilities, (13) Workshop-Conference Evaluation Form, and (14) a sample of the certificate for completion of the workshop. (SL)

VT 000 921
Present Programs of Occupational Education in Rhode Island; Rhode Island Vocational-Technical Education Development Project.

Columbia Univ., New York, N.Y. Inst. of Field Studies
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun65 57p.

*STUDENT ENROLLMENT; *VOCATIONAL EDUCATION; *PROGRAM PLANNING; *PROGRAM EVALUATION; PROGRAM IMPROVEMENT; STATE SURVEYS; TECHNICAL EDUCATION; VOCATIONAL RETRAINING; COOPERATIVE EDUCATION
RHODE ISLAND

This report specifies the programs of occupational education presently offered in the state of Rhode Island and shows the location of those programs as well as the enrollment in each. Some comparisons are also drawn between the numbers enrolled in occupational programs in Rhode Island and numbers enrolled in similar programs in other states. The 1963-64 enrollments in preparatory programs were: (1) agriculture education, 491, (2) home economics education, 2,964, (3) cooperative industrial education, 102, (4) distributive education, 63, (5) cooperative business education, 10, (6) practical nursing, 100, (7) Manpower Development and Training Act Programs, 467, (8) vocational-technical education, 85, and (9) trade and industrial education, 1,715. Some of the conclusions and recommendations were: (1) The preparatory curriculum of the trade and industrial type is limited and needs to be brought into line with modern industrial practices, (2) Preparatory and cooperative distributive education programs should be strengthened and expanded, (3) Home economics programs should place greater attention on preparing pupils for jobs in the food trades, (4) Agricultural curriculums should include preparation for horticultural occupations and more adult education, (5) Business education should expand the cooperative and business machines programs, (6) A program for training technicians at the post-secondary level should be developed, and (7) Greater opportunities in occupational education should be provided for girls and women. This data of the study were used to prepare a subsequent report entitled "Proposed Occupational and Vocational-Technical Education Programs for Rhode Island" (VT 003 525). (MM)

VT 000 981
Annual Ohio Apprenticeship Conference Report (15th, Dayton, Ohio, October 16-28, 1955).

Ohio State Apprenticeship Council, Columbus
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 180p.

*APPRENTICESHIP; *PROGRAM DESCRIPTIONS; *PROGRAM IMPROVEMENT; OCCUPATIONS; FEDERAL LAWS; *ON THE JOB TRAINING; LABOR UNIONS; CONFERENCE REPORTS
*OHIO APPRENTICESHIP CONFERENCE; ECONOMIC OPPORTUNITY ACT; MANPOWER DEVELOPMENT AND TRAINING ACT; MORRILL ACT OF 1862; SMITH HUGHES ACT OF 1917; VOCATIONAL EDUCATION ACT OF 1963; GEORGE BARDEN ACT OF 1946

Persons from Ohio, Michigan, Indiana, Kentucky, Arizona, Missouri, Illinois, Maryland, Pennsylvania, West Virginia, Idaho, Minnesota, California, and the District of Columbia attended the 15th Annual Ohio Apprenticeship Conference. The conference represented industry, labor, education, government, associations, and other organizations. Topics presented at the general meetings were: (1) "Economic Opportunity Act," by Richard Werner, (2) "Manpower Development and Training Act," by H.R. Przelomski, (3) "Education Departments' Apprenticeship Legislation," by Harry F. Saxis, and (4) a slide presentation on the Negro American Labor Council by Frank Evans and Joseph S. Kopas. Individual craft meetings were held by the (1) barbering trades, (2) bricklaying and stone mason trades, (3) carpentry and woodworking trades, (4) cement masons, lathers, and plastering trades, (5) electrical trades, (6) graphic arts industry, (7) industrial maintenance trades, (8) iron-working trades, (9) machine tool and metal trades, (10) operating engineering trades, (11) painters, decorators, and paperhangers, (12) plumbing and pipe fitting trades, (13) roofing trades, and (14) sheet metal trades. A complete transcript of all speeches, question and answer sessions, and group meetings is given. (EM)

VT 000 984
Fisher, Harold S.
Meeting Employment Needs; A Research Study to Determine the Vocational and Technical Needs of Youth and Adults and the Feasibility of Establishing an Area Vocational-Technical Program in Muskegon County.

Muskegon Area Intermediate School District, Mich. Office of Vocational Education
Michigan State Dept. of Public Instruction, Lansing. Office of Vocational Education
Muskegon County Community Coll., Mich.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct65 111p.

*VOCATIONAL EDUCATION; *AREA VOCATIONAL SCHOOLS; *OCCUPATIONAL SURVEYS; EMPLOYMENT OPPORTUNITIES; SURVEYS; SCHOOL SURVEYS; *EDUCATIONAL NEEDS; TECHNICAL EDUCATION; FEASIBILITY STUDIES; PARENT ATTITUDES; STUDENT ATTITUDES; EMPLOYER ATTITUDES; QUESTIONNAIRES
MUSKEGON COUNTY; MICHIGAN

Information was derived from (1) a survey of business and industry (137 responses from 387 firms contacted), (2) parent opinionnaire (60 percent response from parents of fifth graders), (3) followup survey of high school graduates in 1959, 1961, and 1963 (501 responses from 1,670 contacted), (4) a survey of seniors in twelve schools (96 percent response from 2,134 contacted), and (5) an extensive study of curriculum offerings of secondary schools in the areas of homemaking, business, industrial arts, agriculture, and trade and industrial education. Reports from the community college and special education subcommittee gave current status of their vocational training programs. Recommendations included: (1) An area vocational center for youth in grades 10, 11, and 12, advanced vocational students, and adults should be established in the area, (2) Students attending the center should remain half time with their local districts, (3) In business education, concentration should be on office machines and advanced bookkeeping at the 12th grade level, (4) Homemaking programs in food service, advanced tailoring, nurse-aid orderly, and other health occupations should be offered, (5) Industrial arts should provide basic courses for student enrolling in an industrial-type program, and (6) All secondary cooperative training programs should be conducted and operated from the area vocational center and made available to all youth in the area. Recommendations for the area vocational center curriculum are given. Possible implementation methods are listed. (PS)

VT 000 986
Feringa, Harold
Kent County Vocational-Technical Education Survey; A Study Conducted by the Boards of Education of the Nineteen High School Districts, Grand Rapids Junior College and the Kent Intermediate School District.

Michigan State Dept. of Education, Lansing. Office of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr66 122p.

AREA VOCATIONAL SCHOOLS; SURVEYS; *EDUCATIONAL NEEDS; *VOCATIONAL EDUCATION; OCCUPATIONAL SURVEYS; EDUCATIONAL PLANNING; QUESTIONNAIRES; TECHNICAL EDUCATION; SCHOOL SURVEYS; EMPLOYMENT OPPORTUNITIES; EMPLOYER ATTITUDES; STUDENT ATTITUDES; PARENT ATTITUDES
KENT COUNTY; MICHIGAN

An area study was made to determine whether vocational education was needed in Kent County, at what level in education it was needed, and how it should be financed. The Kent County population in 1960 was 363,187, and the 1970 projected population is 439,950. The total public and non-public school population in 1965 was 112,371. Surveys by questionnaires included: (1) agriculture (68 farms and 60 agricultural businesses), (2) business and industry (1,500 sent and 424 returned), (3) parents of seventh graders (8,482 sent and 5,547 returned), (4) vocational education staffs and facilities (31 public and parochial high schools serving 27,247 students), (5) 1961 high school graduates (2,371 sent and 1,067 returned), and (6) 1965 high school seniors (6,088 sent and 3,973 returned). Recommendations were: (1) Training opportunities in vocational education should definitely be increased in the Kent County area, (2) Area vocational-technical centers should be constructed in Kent County to provide curriculum for 11th, 12th, 13th, and 14th grade levels, (3) Committees from business, industry, labor, etc., should be established to serve as advisory committees to determine the curriculum content for the area centers, and (4) An area tax millage should be submitted to the electorate of the school district for financing construction, equipment, and operational costs for the area vocational centers. The appendix includes sample survey questionnaires. (PS)

VT 000 987
Dannenberg, Raymond A.
Berrien County Vocational-Technical Education Research Study. Final Report.

Berrien County Intermediate School District, St. Joseph, Mich.
Western Michigan Univ., Kalamazoo. Div. of Field Services
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun66 106p.

PROGRAM EVALUATION; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; QUESTIONNAIRES; SURVEYS; *EDUCATIONAL NEEDS; EDUCATIONAL FINANCE; SCHOOL SURVEYS; HIGH SCHOOL GRADUATES; EDUCATIONAL LEGISLATION; COMMUNITY COLLEGES; HIGH SCHOOLS; GUIDANCE PROGRAMS; STUDENT ATTITUDES; EMPLOYER ATTITUDES; PARENT ATTITUDES
BERRIEN COUNTY; MICHIGAN

Objectives of this county-wide study were to determine (1) the present and future vocational-tedchnical education needs of Berrien County, (2) where programs should be located, and (3) how they would be financed. Questionnaires were returned from (1) 3,211 parents of public school children, (2) 400 parents of children in private and parochial schools, (3) 2,112 public high school seniors, (4) 151 parochial school seniors, (5) 345 business firms, (6) 136 selected county school personnel, and (7) 1,250 public and parochial high school graduates in 1960 and 1964. Research and advisory committees were established for (1) business, industry, and agriculture, (2) public elementary and secondary schools, (3) community colleges, (4) private and parochial schools, (5) graduate surveys, and (6) legislation and finance. Recommendations included: (1) All vocational service areas should be up-dated and expanded and occupational preparation should be emphasized, (2) Use of the cooperative work-study method should be encouraged, (3) The schools' guidance program should be more concerned with occupational counseling, (4) Advisory committees should be used for re-evaluating programs, and (5) The adult program should be expanded. (SL)

VT 001 079
Mallory, Alva
A Survey of Vocational, Technical, and Adult Education Needs in Monroe County.

Monroe County Intermediate School District, Mich.
Michigan State Dept. of Public Instruction, Lansing. Div. of Vocational Education
Monroe County Community Coll., Mich.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul66 121p.

*VOCATIONAL EDUCATION; SCHOOL SURVEYS; GRADUATE SURVEYS; OCCUPATIONAL SURVEYS; *SURVEYS; QUESTIONNAIRES; *EDUCATIONAL NEEDS; EMPLOYER ATTITUDES; STUDENT ATTITUDES; PARENT ATTITUDES; HIGH SCHOOL STUDENTS; HIGH SCHOOL GRADUATES; PROGRAM ATTITUDES
MONROE COUNTY; MICHIGAN

The area surveyed was served by 13 independent school districts and contained 45 elementary schools, seven junior high schools, and nine high schools. Total parochial and public school enrollment for 1965 was 32,153. Total county population was 110,000. Responses to surveys by questionnaires and personal interviews came from 1,489 businesses and industries, 79 of the largest commercial farms, 1,507 high school seniors, 76 percent of 2,324 parents of eighth graders and 829 of the 1965 high school graduates. Educational offerings in industrial arts, business education, home economics, agriculture, and trade and industrial education in the area were surveyed. Conclusions were: (1) Of all jobs less than top management positions, 86.6 percent require no more than a high school education for entry employment, (2) 75 percent of the high school seniors are not being prepared adequately for what they plan to do after graduation, (3) In addition to the 85 vocational class periods now offered, 214 more are needed to meet the needs of high school youth. It was recommended that an area vocational education center or centers be constructed, equipped, and staffed in Monroe County. (PS)

VT 001 094
McKinnon, George Bruce
Conducting a Non-Farm Agricultural Work Experience Program in Vocational Agriculture; A Handbook.

Louisiana State Dept. of Education, Baton Rouge. Vocational Education Div.
Louisiana State Univ., Baton Rouge. School of Vocational Education

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep66 119p.

GUIDELINES; *PROGRAM GUIDES; *VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; *COOPERATIVE EDUCATION; *PROGRAM DEVELOPMENT; EDUCATIONAL POLICY; HIGH SCHOOLS

This handbook is for teacher use in planning, initiating, supervising, and evaluating work experience programs for high school vocational agriculture students. The content includes material on: (1) surveying the community, agricultural businesses, and students, (2) familiarizing school personnel, (3) establishing policies, (4) state and federal laws, (5) student learner certificates, (6) suggested chronological procedures, (7) publicity, (8) advisory committee, (9) selecting students and orienting parents, (10) establishing a training station, (11) student scheduling, (12) courses of study and training plans, (13) work permits and certificates, (14) employer and teacher responsibility for supervision, and (15) program evaluation. The appendix contains forms for surveying businesses, recording student information, a student enrollment application, an application for a student learner certificate, information about selecting training centers, a training plan agreement, a course of study outline, a training center outline, and evaluation forms for use by all parties. Information sources regarding employment of students and 17 hazardous occupation orders are listed. (DM)

VT 001 102
Scarnato, Sam
Cass County Study of Vocational-Technical Education. A Report to the Citizens.

Lewis-Cass Intermediate School District, Cassopolis, Mich.
Michigan State Dept. of Public Instruction, Lansing. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul66 119p.

*VOCATIONAL EDUCATION; HIGH SCHOOL STUDENTS; HIGH SCHOOL GRADUATES; OCCUPATIONAL SURVEYS; *EDUCATIONAL NEEDS; TECHNICAL EDUCATION; SURVEYS; POPULATION TRENDS; EMPLOYMENT TRENDS; *PROGRAM ATTITUDES; EDUCATIONAL INTEREST; GRADUATE SURVEYS; EMPLOYER ATTITUDES
CASS COUNTY; MICHIGAN

A study was conducted by a citizen's advisory committee to show the specific needs for training the youth of Cass County for occupational competency. The 1960 population of Cass County was 36,932, and the 1966 school organization included 12 primary school districts and 4 high school districts. County, state, and national statistical data were studied to show characteristics and projections for the population, education, labor, industry, commerce, and agriculture. Surveys were conducted, and questionnaires were received from 434 high school seniors, 144 business and industrial firms, and 223 high school graduates. Curricular offerings in agriculture, business, home economics, and industrial arts were studied in the county's six high school buildings. Recommendations included: (1) the 4 high school districts should cooperatively employ a director of vocational education, (2) introductory programs should be provided in all high schools for the development of basic skills, attitudes, and habits needed for entrance into the world of work, (3) advanced courses in specific vocational areas should be offered in cooperative exchange programs on a county-wide basis, and (4) each high school should be encouraged to develop and/or expand a cooperative occupational program as approved by the Vocational Division of the Michigan Department of Education. (PS)

VT 001 108
Ottawa Area Vocational-Technical Education Needs; A Report of the Ottawa Area Vocational-Technical Education Study.

Ottawa Area Intermediate School District, Grand Haven, Mich.
Michigan State Dept. of Public Instruction, Lansing. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar66 114p.

*VOCATIONAL EDUCATION; *AREA VOCATIONAL SCHOOLS; TECHNICAL EDUCATION; OCCUPATIONAL SURVEYS; COOPERATIVE EDUCATION; SPECIAL EDUCATION; SURVEYS; *EDUCATIONAL NEEDS; POPULATION TRENDS; STUDENT ENROLLMENT; GRADUATE SURVEYS; EMPLOYMENT TRENDS; HIGH SCHOOL STUDENTS; PARENT ATTITUDES; *PROGRAM ATTITUDES; EDUCATIONAL INTEREST; EMPLOYER ATTITUDES; MANPOWER NEEDS; CURRICULUM; QUESTIONNAIRES
OTTAWA COUNTY; MICHIGAN

A study of the Ottawa area was made to determine what vocational-technical training programs and facilities were needed to meet the needs of an estimated population of 107,000 and a K-12 school enrollment of 35,000. Survey questionnaires were received from (1) 1,520 seniors of the 1964-65 high school classes, (2) 683 graduates of the 1959, 1962, and 1963 classes, (3) 1,706 parents of 5th and 9th grade students, (4) 418 business, industry, and agriculture firms, (5) 173 farmers, and (6) 20 agriculturally related businesses. Separate committees were organized to study legislation and finance and to investigate the school programs in business and distribution, industry, home economics and food services, agriculture, and special education. Recommendations included (1) A vocational-technical center or centers should be constructed in the area to provide a breadth of offerings in specialized preparatory, apprentice, and adult occupational education, (2) The recommended centers should be available to all students from public, parochial, or private schools, (3) Students should continue to be identified with their local schools for general academic programs, extra-curricular activities, and graduation, and (4) Present cooperative occupational training programs should be continued and improved, and should be coordinated in the office of the administrator of the vocational-technical center. (PS)

VT 001 109
Erskine, Edward J.
Macomb Occupational Education Survey, A Citizen's Report; A Blueprint for Occupational Education in Macomb County, Michigan.

Macomb County Community Coll., Warren, Mich.
Macomb Association of School Administrators, Mt. Clemens, Mich.
Michigan State Dept. of Public Instruction, Lansing. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 206p.

*VOCATIONAL EDUCATION; OCCUPATIONAL SURVEYS; GRADUATE SURVEYS; SURVEYS; PARENT ATTITUDES; HIGH SCHOOL STUDENTS; STUDENT ATTITUDES; MANPOWER NEEDS; HIGH SCHOOL GRADUATES; CURRICULUM PLANNING; AREA VOCATIONAL SCHOOLS; ADULT VOCATIONAL EDUCATION; COOPERATIVE EDUCATION; TECHNICAL EDUCATION; COMMUNITY COLLEGES; HIGH SCHOOLS; STUDENT ENROLLMENT; *PROGRAM ATTITUDES; POPULATION TRENDS; EMPLOYMENT TRENDS; EDUCATIONAL INTEREST; EDUCATIONAL IMPROVEMENT; *EDUCATIONAL NEEDS; CURRICULUM; COLLEGE HIGH SCHOOL COOPERATION
MACOMB COUNTY; MICHIGAN

This survey was made to determine the present status and future needs for occupational education opportunities for the citizens of Macomb County, Michigan. National, regional, and local studies of the economy, population, and work force were utilized in an analysis of the local employment outlook. The survey information presented in the report includes responses from 516 local business employers, opinions from 5,078 high school seniors, data from 12,403 parents of 8th grade students, and responses from 27 high school principals concerning follow-up studies of high school graduates. Recommendations included are that increased effort be made to upgrade quality and expand the types of occupational education in the secondary schools, a system of area occupational education centers be established, and an intensive study of the most appropriate means of providing occupational education be a continuing responsibility of all public education authorities in the county. Suggestions are made for program improvements at the secondary, adult, and post-secondary levels. Suggested curricula for a high school-community college sequence in various occupational programs are included. (PS)

VT 001 110
Steel, David T.; Hayes, Robert E.
Area Vocational-Technical Study.

Hillsdale County Intermediate School District, Mich.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug66 129p.

*VOCATIONAL EDUCATION; *SURVEYS; *EDUCATIONAL NEEDS; STUDENT ATTITUDES; HIGH SCHOOL STUDENTS; PARENT ATTITUDES; EMPLOYER ATTITUDES; EMPLOYEE ATTITUDES; PROGRAM IMPROVEMENT; EDUCATIONAL INTEREST; QUESTIONNAIRES
HILLSDALE COUNTY, MICHIGAN

Questionnaires were used to collect information from 11th grade students, parents of 4th and 11th grade students, non-management and management personnel in industry, and county school administrators to assist in improving existing programs, and determining future needs in vocational-technical education. Responses from 488 high school juniors indicated that (1) 30.3 percent will seek a college degree, and (2) 74 percent plan post-secondary education. Responses from 226 parents of high school juniors indicated that (1) 60 percent favored college training for their children, and (2) 71 percent will leave the choice of post secondary education up to the children. Responses from 398 parents of 4th grade students relating to the educational desires for their children were similar to the responses of the parents of 11th grade students. Responses from 543 non-management personnel indicated that (1) 62 percent felt no additional occupational training was necessary for their present work, and (2) 70 percent would like additional training if it were available locally. Responses from 73 employers indicated that (1) 39 percent felt there should be an expansion of vocational programs in the high schools, (2) 25 percent favored creating an area vocational technical school, and (3) 18 percent preferred establishing programs in a post secondary institution. Some of the 10 recommendations are: (1) Secondary schools should strengthen their vocational programs, (2) Adult vocational education should be expanded, and (3) Cooperative education should be emphasized. (EM)

VT 001 272
Harris, Norman C.
Technical Education in the Junior College; New Programs for New Jobs.

American Association of Junior Colleges, Washington, D.C. Curriculum Commission
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 102p.

*TECHNICAL EDUCATION; CURRICULUM; *CURRICULUM DEVELOPMENT; *PROGRAM PLANNING; PROGRAM EVALUATION; MANPOWER NEEDS; *JUNIOR COLLEGES; EDUCATIONAL NEEDS; ADMISSION CRITERIA

The purpose of this booklet is to provide guidelines and advice for establishing technical education programs in 2-year colleges and creating better public understanding of changing national manpower needs and the directions which education must take to meet them. "Introduction and Rationale" covers the purposes of the bulletin, new directions in higher education, and societal and technological trends. "College Level Occupational Education" discusses the manpower needs and the rewards of 2 years of college study. "The Spectrum of Middle Level Manpower" discusses the role of the technician in industry, health fields, business, agriculture, and other semi-professional occupations. "Planning Educational Programs" assesses the need and capability, steps in curriculum planning, and the evaluation of the technical education program. "Concept and Practice in Curriculum Development" gives (1) definitions and levels, (2) technologies related to engineering and industry, (3) a core curriculum in technical education, (4) semi-professional curriculums such as health, business, and agriculture, and (5) three instructional innovations. "Recruitment, Selection, Guidance and Placement" and "Sources of Assistance and Information" are concluding chapters. (PA)

VT 001 283
Dunn, William A.
Report on the Summer Institute for Administrators and Supervisors of Technical Education, (3rd, Oklahoma State Univ., June 7-18, 1965).

Oklahoma State Univ., Stillwater
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 26p.

*TECHNICAL EDUCATION; *PROGRAM ADMINISTRATION; *SUPERVISION; *SUMMER INSTITUTES; ADMINISTRATIVE PERSONNEL; PROGRAM PLANNING; CURRICULUM PLANNING; EDUCATIONAL FACILITIES; INSTRUCTIONAL STAFF; EDUCATIONAL NEEDS
*SUMMER INSTITUTE FOR ADMINISTRATORS AND SUPERVISORS OF TECHNICAL EDUCATION, STILLWATER, OKLAHOMA, JUNE 7-18, 1965

The main objective of this institute was to give administrators of technical education programs an insight and some firsthand knowledge on how to improve existing programs and develop and start new programs. Nineteen administrators and supervisors from 14 states attended. Discussion was restricted to engineering-related technical programs in the investigation of 12 areas of concern. Maurice W. Roney of the host institution, presented (1) "The Elements of Long-Range Planning in Education," (2) "Identifying and Publicizing Technical Program Needs," (3) "Program Planning," (4) "Curriculum Design," (5) "Mathematics in the Technical Curriculum," (6) "Science in the Technical Curriculum," and (7) "Evaluation and Accreditation." Consultants presented "Providing Facilities for Technical Programs," "Staffing a Technical Program," "Financing the Technical Program," and "Research in Technical Education." A bibliography for technical program planning includes 41 items dated from 1950 to 1964. (EM)

VT 001 292
Education and Employment; A Study of the Needs for Vocational-Technical Education Conducted with the Cooperation of the Boards of Education of the Public Schools, and the Parochial High Schools in Columbia, Duchess and Putnam Counties in the State of New York.

New York Univ., N.Y. Center for School Services and Off-Campus Courses
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 157p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; SURVEYS; PROGRAM ATTITUDES; OCCUPATIONAL SURVEYS; PARENT ATTITUDES; STUDENT ATTITUDES; EMPLOYER ATTITUDES; EMPLOYMENT PROJECTIONS; *EDUCATIONAL PLANNING; *AREA VOCATIONAL SCHOOLS; *EDUCATIONAL NEEDS; OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES

A committee of 63 high school administrators, guidance personnel, and other school administrators, 79 laymen representing industry, business, labor, and the school board, and a team of specialists in vocational education assisted in the study. A total of 32 participating schools represented a population area of 273,756. Questionnaires were returned from 5,758 10th and 12th-grade students in an occupational interest survey. Parents returned 3,318 questionnaires expressing their views of students' plans and expansion of programs in vocational education. Questionnaires received in 1964 from 1,142 1958 ninth-grade students showed that 566 were in college and 576 had discontinued school. Manpower needs and employer viewpoints were obtained from 212 questionnaires and 55 personal interviews. It was recommended that (1) three area vocational-technical centers be established in the three-county area, (2) each center be located so as to serve more than 2,000 students, (3) business education, home economics, and industrial arts courses now offered be continued in home schools, (4) advanced courses in these areas be offered in the area centers, and (5) existing trade, industrial, and technical education courses be transferred to the centers. (PS)

VT 001 302 ED 020 301
Hitchcock, R.P.; Bliss, Shirley
Introduction to Critical Path Scheduling.

Washington State Board for Vocational Education, Olympia
EDRS PRICE MF-$0.50 HC-$4.45
Pub Date - 64 87p.

EVALUATION TECHNIQUES; *CRITICAL PATH METHOD; PROGRAM EVALUATION; PROGRAM COSTS; PROGRAM PLANNING; PROGRAM ADMINISTRATION; PROJECTS; *TEXTBOOKS; *SCHEDULING
*PROGRAM EVALUATION AND REVIEW TECHNIQUES; PERT

Information is presented for stdent use in learning Program Evaluation and Review Technique (PERT), a project management system used to plan, control, and evaluate projects. The material was prepared in the IBM District 15 Educational Center to be used in vocational classes. The technique was developed during 1958 by the Navy for applying statistical and mathematical techniques to project management for a large weapons system, the Polaris missile and submarine. The objectives of the text are to (1) introduce the student to PERT concepts, (2) provide problems and examples that will solidify his learning, (3) demonstrate how a computer is used with PERT, and (4) assemble information about the entire PERT cycle in one source. Upon completion of the course the student should be able to select a project where PERT may be beneficial, use PERT in planning and scheduling the project, apply costs to a PERT project, and provide management with useful information displays. Sections of the text cover: (1) general information, (2) project planning, (3) project time scheduling, (4) resource scheduling, and (5) project control. Diagrams, glossaries, tables, and references are included. (FP)

VT 001 306 ED 019 398
Clark, Harold F., And Others
Education for a Changing World of Work, Report of the Panel of Consultants on Vocational Education. Appendix III.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.60
OE-80026
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280:80026, $.50).
Pub Date - 63 90p.

*VOCATIONAL EDUCATION; *EDUCATIONAL SOCIOLOGY; *FAMILY LIFE EDUCATION; *EDUCATIONAL PHILOSOPHY; SOCIOECONOMIC BACKGROUND; EDUCATIONAL NEEDS; EXPENDITURES; *FAMILY RESOURCES
PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION

Four papers prepared by individuals under contract with the U.S. Office of Education and authorized by the Panel of Consultants on Vocational Education are presented: (1) "The Economic and Social Background of Vocational Education in the United States" by Harold F. Clark, recommends vocational education for all persons and all occupations in several settings, voluntary occupational training councils in each community, special efforts for exceptional students, and expansion of the present system, (2) "A Sociological Analysis of Vocational Education in the United States," by Wilbur B. Brookover and Sigmund Nosow, discusses the social setting, the contemporary state, and a conceptual approach to the sociological analysis of vocational education, (3) "The Case for Education for Home and Family Living," by Bernice M. Moore, discusses variables operating in family units which affect offspring and their future families, and (4) "The Contribution to the National Economy of the Use of Resources Within and By the Family," by Elizabeth E. Hoyt, treats three related proposals: that quality of the life of a family is the result of the use made of its available economic resources, (2) the nature, stability, and prospects of the national economy largely depend on the use of resources within and by the family, and (3) it lies within our power to advance the intelligent use of resources within and by the family. The complete report is available as VT 005 454, a summary of the report as VT 001 796, and other appendixes as VT 005 456 and VT 005 455. (EM)

VT 001 309
Strengthening Vocational Education in San Joaquin County. Phase II, Planning for Implementation.

Pacific Research Center, Inc., Palo Alto, Calif.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 166p.

*VOCATIONAL EDUCATION; *MASTER PLANS; *EDUCATIONAL IMPROVEMENT; ADVISORY COMMITTEES; *OCCUPATIONAL GUIDANCE; *PROGRAM PLANNING; PUBLIC RELATIONS
SAN JOAQUIN COUNTY; CALIFORNIA

The objective of this second phase of a three-phase project was to implement recommendations of Phase I by organizing a working unit and determining county feeling about a vocational education program and how best to organize, administer and finance such a program. Developments were (1) The county superintendent of schools assumed leadership of the implementation plan, (2) Advisory and implementation committees were appointed, (3) Results of the study and the organizational plans were publicized by means of a community symposium and by use of news media, (4) Several new programs centered on occupational areas were developed at an interdisciplinary curriculum development workshop for 54 teachers, (5) Guidance and counseling personnel developed a booklet for evaluating the occupational programs, (6) A first draft of a master plan for occupational education and its support was presented to the advisory and implementation committees, and (7) Proposals for the funding of programs in relation to the project were advanced. Phase I and II accomplished the structuring of a framework for establishing a vocational education program in the county. A second conference will prepare for the last phase of the project. (SL)

VT 001 634 ED 018 603
Way, Darrel
Supervised Training for Agricultural Employment for Students of Vocational Agriculture in Arkansas.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational Agriculture
EDRS PRICE MF-$0.50 HC-$3.55
Pub Date - 63 69p.

EMPLOYERS; *PROGRAM GUIDES; PROGRAM DEVELOPMENT; SCHOOL POLICY; ADVISORY COMMITTEES; ADMISSION CRITERIA; LABOR LAWS; LABOR UNIONS; RECORDS (FORMS); INSTRUCTIONAL MATERIALS; *VOCATIONAL AGRICULTURE; STUDENT EVALUATION; *COOPERATIVE EDUCATION; *OFF FARM AGRICULTURAL OCCUPATIONS
ARKANSAS

Information to assist local administrators, teachers, counselors, advisory committeemen, and training center representatives in operating a program of supervised training for agricultural employment is provided. The major sections are: (1) the need for the program, (2) advantages of the program, (3) organizational procedures, (4) program policies, (5) advisory committees, (6) student selection, (7) training center selection, (8) Arkansas labor laws, (9) the U.S. Fair Labor Standards Act, (10) social security, income tax, and labor unions, (11) records and reports, and (12) instructional material. Sample forms included are an individual training plan, a training center evaluation, a student learner certificate application, and a section of the state record book. (JM)

VT 001 655 ED 018 604
McKee, R.L.
The Washington Data Processing Training Story.

Washington State Board for Vocational Education, Olympia
EDRS PRICE MF-$0.25 HC-$2.00
Pub Date - Oct63 38p.

*DATA PROCESSING; *PROGRAM PLANNING; PROGRAM COSTS; CURRICULUM; TEACHER QUALIFICATIONS; ADMISSION CRITERIA; LABORATORY EQUIPMENT; *BUSINESS EDUCATION; POST SECONDARY EDUCATION; *TECHNICAL EDUCATION; PROGRAM DESCRIPTIONS; DATA PROCESSING OCCUPATIONS
WASHINGTON

A data processing training program in Washington had 10 data processing centers in operation and eight more in various stages of planning in 1963. These centers were full-time day preparatory 2-year post-high school technician training programs, operated and administered by the local boards of education. Each school had a complete data processing computer centered laboratory valued at more than $200,000. The technical portion of the curriculum, designed to teach the technology of the industry, consists of courses in basic data processing which covered punched card machine procedures, basic computer programing concepts, systems design, and machine applications. Related courses included accounting principles, communications, skills, human relations, business organization, and mathematics. The curriculum is based upon the 3-hour block of time approach. Local advisory groups reviewed the curriculum when new programs of training were under consideration. The first year of the program cost approximately $2,000 and the second year approximately $1,000 per full-time student. A statewide Date Processing Curriculum Review Committee approved the program but had concerns in the major areas of obtaining qualified instructors, recruiting qualified students, and maintaining high standards in the training program. The document includes (1) objectives of the program, (2) development of the curriculum, (3) outline of a 2-year curriculum, (4) requirements and qualifications of students, (5) qualifications of the instructor, (6) selection of equipment with illustrations and floor plan, and (7) installation and operational costs. (PS)

VT 001 796
Education for a Changing World of Work, Summary Report of the Panel of Consultants on Vocational Education Requested by The President of the United States.

Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
OE-80020
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280--80020, $.30).
Pub Date - 63 27p.

*VOCATIONAL EDUCATION; *SCHOOL STATISTICS; *STUDENT ENROLLMENT; *EDUCATIONAL PROGRAMS; *STATE FEDERAL SUPPORT
PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION

"Education for A Changing World of Work" is summarized by use of graphs, tables, pictures, and brief statements. See abstract of VT 005 454 which is the complete report, Appendix I (VT 005 456), Appendix II (VT 005 455), and Appendix III (VT 001 306). (EM)

VT 002 489 ED 023 789
Proceedings, Regional Seminar and Research Conference in Agricultural Education (Ithaca, November 8-10, 1967).

New York State Coll. of Agriculture, Ithaca. Agricultural Education Div.
EDRS PRICE MF-$0.50 HC-$3.45
Pub Date - 67 67p.

*SEMINARS; *EDUCATIONAL RESEARCH; *AGRICULTURAL EDUCATION; CONFERENCE REPORTS; SUPERVISION; TEACHER EDUCATION; *VOCATIONAL EDUCATION; *PROGRAM EVALUATION; TECHNICAL EDUCATION; CURRICULUM; AGRICULTURAL OCCUPATIONS; EDUCATIONAL NEEDS; OCCUPATIONAL INFORMATION
NORTH ATLANTIC REGION; *REGIONAL SEMINAR IN AGRICULTURAL EDUCATION, ITHACA, NEW YORK, NOVEMBER 8-10, 1967

Significant speeches, current research activities, and minutes of business meetings are reported for the conference attended by 74 participants and guests from 12 states and the U.S. Office of Education. Major presentations were: (1) "Whither Vocational and Technical Education," (2) "Department Position Paper on Vocational Education," (3) "Evaluative Criteria in Agricultural Education," (4) "Evaluation in Ornamental Horticulture," (5) "Instructional Areas in Agricultural Education," (6) "Reporting Agricultural Programs," (7) "Sociological Implications of Professionalism, Unionism, and Bureaucracy as Occupational Environments," (8) "A National Study of Employment Opportunities and Training Needs of Farming and Off-Farm Agricultural Business and Industry," (9) "Abstracts of Studies in Agricultural Education, 1966-67," (10) "Agricultural Education Research in 1966," (11) "Automatic Controls in Agriculture," (12) "A Plan to Meet the Vocational Education Needs of Citizens of a Low Income Community Appalachia," (13) "Educational Innovations Among Experienced Teachers of Agriculture in North Carolina," (14) "Development and Evaluation of Occupational Information in Agriculture," and (15) "The System of Agricultural Education in Yugoslavia and Its Effect on Agricultural Manpower Development." Summaries of three symposia are also included. (DM)

VT 002 525   ED 023 793
Harris, Norman C.
Curriculum Development for Hawaii's Community Colleges with Emphasis on Occupational Education.

Hawaii Univ., Honolulu. Community College System
EDRS PRICE MF-$0.50 HC-$5.75
Pub Date - Jan65 113p.

*COMMUNITY COLLEGES; *VOCATIONAL EDUCATION; *PROGRAM GUIDES; PROGRAM DEVELOPMENT; *PROGRAM PLANNING; *PROGRAM ADMINISTRATION; CURRICULUM PLANNING; ADMISSION CRITERIA; STUDENT PERSONNEL SERVICES; EDUCATIONAL FINANCE; EDUCATIONAL FACILITIES; FACULTY RECRUITMENT
HAWAII

In 1964 the state enacted a Community College Act which established a statewide system of several community college campuses under the administration of the University of Hawaii Board of Regents. The community colleges, varying in size and program emphasis, are intended to be comprehensive in nature with a nucleus of college transfer and occupational programs. This report of a study by a consultant is to be used to establish guidelines for the development of occupational education programs. Skilled manpower, suggested educational programs, occupational education curriculum, student services, administration and staffing, facilities, and finance are discussed. Some of the recommendations were: (1) Establish a system of "open-door" comprehensive community colleges to expand educational opportunity throughout the state, (2) Use high-level advisory committees at a statewide level, (3) Adopt an over-all planning scheme on a "system analysis" approach, (4) Provide for equal emphasis on occupational education and college-parallel education and be sure each administrator is in accord with this philosophy, (5) Conduct community surveys in each county before phasing into community college operation, (6) Strive to obtain a reasonable balance between local persons and persons from the mainland in the staffs, and (7) Keep the tuition as low as possible. (MM)

VT 002 653
What Are the Facts About Half-Day Vocational Programs?

Saint Louis County Special School District, Rock Hill, Mo.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 6Apr67 23p.

*VOCATIONAL HIGH SCHOOLS; PUBLIC OPINION; *PROGRAM LENGTH; *HIGH SCHOOLS; *TRADE AND INDUSTRIAL EDUCATION; SCHOOL SURVEYS; VOCATIONAL SURVEYS; PUBLIC RELATIONS
SAINT LOUIS COUNTY; MISSOURI

The purpose of this document is to answer public criticism of the District's Board of Education policy to operate a full-day, Type A vocational program by reviewing the reasons for the policy, examining the documents quoted and statements made in the criticisms, and reporting on the types of programs being operated in the other vocational-technical high schools of the United States. Reasons for the policy concerned attendance problems caused by difference in schedules of cooperating schools and a high dropout rate caused by student inability to meet graduation requirements of the home school when enrolled in the 2-year half-day program. Certain public statements were rebutted by presentation of original statements and complete instead of incomplete statistics. Questionnaires were sent to 367 public high schools listed as "vocational" or "technical" or those offering five or more trade and industry programs to determine the types of programs being offered. Replies received from 293 (79.83 percent) indicated that (1) 167 operate Type A programs requiring more than a half-day, and (2) of 126 which operated Type B programs requiring only 180 minutes, 98 operate on a full-day attendance basis and 28 on a half-day basis. Conclusions were: (1) The Special School District's planned program complies with the Missouri State Plan, (2) The half-day Type B program has not been fully effective, (3) The President's Panel did not recommend the half-day program, and (4) Of the schools returning questionnaires, 90.44 percent operate on a full-day basis. Replies to the questionnaires are included. (MM)

VT 002 737
A Study of Post High School Education Needs in Bucks County, 1968-1980. Phase I Progress Report.

Bucks County Superintendent of Schools, Doylestown, Pa.
Pennsylvania Univ., Philadelphia. Government Consulting Service
Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar67 113p.

*VOCATIONAL EDUCATION; ADULT EDUCATION; *EDUCATIONAL NEEDS; *POST SECONDARY EDUCATION; ADULTS; HIGH SCHOOL STUDENTS; GRADE 12; EDUCATIONAL OPPORTUNITIES; POPULATION TRENDS; EDUCATIONAL INTEREST; STUDENT ENROLLMENT; *PROGRAM DEVELOPMENT; PROGRAM PLANNING; EMPLOYERS; SURVEYS; BIBLIOGRAPHIES; *EMPLOYMENT OPPORTUNITIES
BUCKS COUNTY, PENNSYLVANIA

The purpose of the study was to determine the present and future needs for post-high school education, the ability of existing facilities to meet the needs, factors which restrict educational opportunities, and courses of action for meeting local educational needs. The objectives of Phase I were to develop a series of detailed research questions, identify data resources, determine data collection methods and methods of estimating specific programs needs in a geographic area, and develop a detailed work program. An advisory council representing education, business, labor, and government were to be deeply involved in the decision processes. Required data were to be obtained from (1) a survey of large employers in the area, (2) a survey of high school seniors, (3) a study of school records data, and (4) a survey of Bucks County Adults. The detailed work schedule, plans for data collection including budget information and time estimates, and plans for the Phase II analysis and Phase III council decisions are included. The appendixes list results of Phase I activities: revised research question, data collection methods, a list of study resources, procedures for Phases II and III, and a bibliography. The final report of the study is available as Volume I (VT 005 442) and Volume II (VT 005 443). (WB)

VT 003 301
Information on the Milwaukee Vocational, Technical and Adult Schools' Program for Compulsory Attendance Age Students. Staff Brief I.

Wisconsin Legislative Council, Madison. Educational Committee
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 28Jan66 7p.

*VOCATIONAL EDUCATION; HIGH SCHOOL STUDENTS; *VOCATIONAL SCHOOLS; EDUCATIONAL NEEDS; STUDENT ENROLLMENT; *CONTINUATION EDUCATION; PROGRAM DESCRIPTIONS
MILWAUKEE; WISCONSIN

The summary information regarding the Milwaukee Vocational, Technical, and Adult School's (MVTAS) program for compulsory attendance age students was prepared as a supplement to the Legislative Council Staff Report on

Vocational Programs for Compulsory Attendance Age Youth in Wisconsin. The MVTAS consists of five divisions operating as components of the single institution; (1) Milwaukee Institute of Technology, (2) continuation school, (3) apprentice school, (4) adult high school, and (5) adult school. General information on enrollment and attendance in all the school's programs is presented, but the continuation school, which serves the compulsory attendance age student who is not attending high school, is the only one discussed. The student's first quarter in the continuation school is devoted to determining his abilities and interests and acquainting him with the program. When he chooses a program, he spends half the time in a work area and half the time in general education. Work area courses are available in business, graphic and applied arts, home economics, and industrial. General education subject areas are social studies, practical English, driver education, physical education, consumer education, safety, social relations, and special-purpose subjects. Students with good records are entitled to the help of the MVTAS placement department. Some conclusions were; (1) The unique problem of youth who enroll in vocational programs must be recognized by the faculty of the institution providing the training, (2) Although enrollment in the continuation school has decreased, the needs of those remaining students evidently cannot be easily met by the comprehensive high schools without a specialized program, and (3) These young people will be the educational responsibility of the vocational school system when they become 18 years of age. (WB)

VT 003 417
On-The-Job Training, An Answer to Training Needs of Business. Washington Report, Special Supplement, June 28, 1963.

Chamber of Commerce of the United States, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 28Jun63 4p.

*ON THE JOB TRAINING; *INDUSTRIAL TRAINING; MANPOWER DEVELOPMENT; ADULT VOCATIONAL EDUCATION; *PROGRAM DESCRIPTIONS

On-the-job training combines instruction with work experience to insure that the employee acquires better management of production skills. In 1962 more than 2½ million employees were given some type of formal training in programs sponsored by their employers or joint labor-management arrangements. These programs were developed, supervised, and administered by employment managers, training directors, or supervisors. Supervisory training on how to instruct is essential to accomplish desired goals. Public and private agencies also provide business with up-to-date services for their training needs. The Manpower Development and Training Act of 1962 has special provisions for on-the-job training programs to be implemented by the Bureau of Apprenticeship and Training, U.S. Department of Labor. By 1970, the 58 million now at work will have 26 million young workers and three million women who have switched from housework to jobs added to the labor force to make a total of 87 million Americans working full time. On-the-job training can help both individuals and businesses to meet manpower needs. Documents treating other business training and retraining programs are available as VT 003 414-VT 003 427. (MM)

VT 003 418
Vocational Education--Upgrading Adult Skills, An Answer to Training Needs of Business. Washington Report, Special Supplement; August 2, 1963.

Chamber of Commerce of the United States, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 2Aug63 8p.

*TRADE AND INDUSTRIAL EDUCATION; *ADULT VOCATIONAL EDUCATION; *EXTENSION EDUCATION; SCHOOL INDUSTRY RELATIONSHIP; *PROGRAM DESCRIPTIONS

Trade and industrial education programs for upgrading adult skills operated under a plan that involves a working relationship between local, state, and federal governments. Approximately 70 percent of the more than one million enrollees in trade and industrial education are adults or youth who have left the full-time schools. If the vocational schools are to serve the needs of workers who need updating, upgrading, and lifelong learning to cope with the challenge of an era of change, they must have (1) a skilled vocational administrator, (2) equipment and facilities to extend vocational opportunities, (3) industrial and business leaders who know their needs and the needs of the citizens, (4) periodic evaluation of the program by experts in the training field, industrialists, businessmen, personnel workers, and analysts, (5) trade teachers who have an excellent standing in their craft and training in the techniques of instruction, (6) advisory groups and craft committees, and (7) a flexible program and schedules to fit the needs of people. Employers, associations, unions, and private citizens working together with local school officials can develop more courses that help to keep the skilled work force operating at a high level of production. A directory of all state supervisors of trade and industrial education is included. Documents treating other areas of business training and retraining programs are available as VT 003 414-VT 003 427. (MM)

VT 003 419
Work Study Programs--Part-Time in School, Part-Time On-the-Job, An Answer to Training Needs of Business. Washington Report, Special Supplement; October 11, 1963.

Chamber of Commerce of the United States, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 11Oct63 4p.

*WORK STUDY PROGRAMS; *COOPERATIVE EDUCATION; *VOCATIONAL EDUCATION; HIGH SCHOOLS; POST SECONDARY EDUCATION; *PROGRAM DESCRIPTIONS; SCHOOL INDUSTRY RELATIONSHIP

Work-study programs or cooperative training prepares carefully screened and selected students for employment in entry level jobs as advanced learners or apprentices. The programs integrate school and work for 16-year old boys and girls in grades 11 and 12 and those at the community college level. The student works half-time under supervision of an employer and a school coordinator and he attends school half-time where he receives related occupational and other course work instruction required for high school or post-secondary graduation. This should not be mistaken for work-experience programs designed to provide a temporary source of income to permit a youngster to remain in school. The four major types of vocational education cooperative programs are industrial cooperative, diversified occupations, cooperative office occupations, and cooperative distributive occupations training. Such programs are valuable to the employer, the community, and the cooperative student, and the costs range from $200 to $400 per pupil, a modest outlay compared to the returns. Documents treating other areas of business training and retraining programs are available as VT 003 414-VT 003 427. (MM)

VT 003 420
Office Education--A Source of Skilled Office Personnel, An Answer to Training Needs of Business. Washington Report, Special Supplement; Dec 20, 1963.

Chamber of Commerce of the United States, Washington, D.C.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 20Dec63 4p.

*BUSINESS EDUCATION; *OFFICE OCCUPATIONS; *PROGRAM DESCRIPTIONS; EDUCATIONAL NEEDS; SCHOOL INDUSTRY RELATIONSHIPS

The function of office education is to help provide trained persons for office occupations. Although vocational education has supported the economic functions of production, distribution, and consumption, a fourth major classification, facilitation, is developing. Its function is to make easy or facilitate the achievement of the goals of production and distribution. Office education in high schools, post high schools, junior colleges, universities, and private business schools are engaged in training to supply the office with workers who are trained and prepared for change. Office occupations account for more than 10½ million persons or 15 percent of the total civilian work force. It is predicted that there will be over 14 million office workers by 1975. Courses that are now offered in many high schools are not adequate to meet the growing need for office workers An adequate program should include a career objective for each student, a vocational office orientation course a vocationally competent and experienced teacher, adequate coordination of course and on-the-job education, and sufficient time for classroom, laboratory, and field activities. Documents treating other business training and retraining programs are available as VT 003 414-VT 003 427. (MM)

VT 003 421
Distributive Education, An Answer to Training Needs of Business. Washington Report, Special Supplement,; Feb 21, 1964.

Chamber of Commerce of the United States, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 21Feb64 4p.

*DISTRIBUTIVE EDUCATION; *COOPERATIVE EDUCATION; *PROGRAM DESCRIPTIONS; SCHOOL INDUSTRY RELATIONSHIP

Distributive education is a cooperative program operated by local public schools in which students can be trained in merchandising, marketing, and management. Its goal is to develop full-time employees in the area through on-the-job training and classroom related training. Generally, the high school program places emphasis upon employee training, and the post-high school upon midmanagement training. The instructional program includes the functions of selling, sales promotion, buying, operation, market research, and management. The program is coordinated by a teacher-coordinator trained by both education and occupational experience. This cooperative approach is carried on in nearly 2,000 of about 20,000 high schools. Closely associated with the instructional program is the local chapter of the Distributive Education Clubs of America (DECA). The largest part of the program, in terms of enrollment, is the area of adult education. Documents treating other business training and retraining programs are available as VT 003 414-VT 003 427. (MM)

VT 003 422
Local Technical Schools, An Answer to Training Needs of Business. Washington Report, Special Supplement; Apr 10, 1964.

Chamber of Commerce of the United States, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 10Apr64 4p.

*VOCATIONAL SCHOOLS; COMMUNITY INVOLVEMENT; VOCATIONAL EDUCATION; *PROGRAM DESCRIPTIONS; *SCHOOL INDUSTRY RELATIONSHIP
KENOSHA; WISCONSIN

Kenosha, Wisconsin, a medium-sized city of 73,000 is an example of how a community can provide job training for its adults and all of its youth, not merely those who are qualified for college. Support of the city and business community and cooperation of the public school has resulted in successful job training programs in the two branches of Kenosha School of Vocational, Technical, and Adult Education. In 1963-64, 5,600 students were enrolled in day and night study programs. While the nation as a whole has a school dropout rate of 30 percent, Kenosha's is less than 10 percent. Many adults take courses at the school to upgrade their skills. Although state law allows the schools up to 2 mills of the tax dollar, in 1964 1.64 mills were requested and granted. The 1964 budget for the school was $594,726, of which $538,551 came from local and state sources. The school staff has 15 advisory committees from business and industry to keep the course work up to date. Industry also cooperates by supplying many materials at no cost, such as $50,000 worth of fluid power equipment. The school trains in 28 areas of apprenticeship and provides preemployment training, upgrading courses for the functionally illiterate, and other more general courses. Teachers, to be certified, must have both work experience and educational training. Documents treating other business training and retraining programs are available as VT 003 414-VT 003 427. (MM)

VT 003 423
Experienced Vocational-Technical Teachers, An Answer to Training Needs of Business. Washington Report, Special Supplement; Aug 14, 1964.

Chamber of Commerce of the United States, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 14Aug64 4p.

VOCATIONAL EDUCATION; *TEACHER SHORTAGE; *TEACHER RECRUITMENT; *VOCATIONAL EDUCATION TEACHERS; TECHNICAL EDUCATION; *SCHOOL INDUSTRY RELATIONSHIP

Experienced vocational-technical teachers are needed to train the technicians and craftsmen to build, test, try out, adjust, and repair the equipment designed by scientists and engineers. Two areas from which these instructors can be recruited are industry and the armed services. Cooperation from business in giving early retirement to trained people on the condition that they take a teaching position is a possible solution to the shortage. School officials and business leaders serving on school boards must recognize the need to establish a salary differential between the instructor who is a journeyman of standing with a B.S. degree and a first-year academic teacher. The American Vocational Association has set up a recruitment and placement service to help meet the needs for vocational personnel to staff the new classrooms and shops being built from the additional funds from state, local, and federal governments. Examples of what some states are doing in vocational education are included. Documents treating other business training and retraining programs are available as VT 003 414-VT 003 427. (MM)

VT 003 424
Expert Calls for More Apprenticeship, An Answer to Training Needs of Business. Washington Report, Special Supplement; Jan 8, 1965.

Chamber of Commerce of the United States, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 8Jan65 4p.

*APPRENTICESHIPS; *ON THE JOB TRAINING; *PROGRAM DESCRIPTIONS; SKILLED OCCUPATIONS; PROGRAM ADMINISTRATION

An interview with Edward E. Goshen, retired administrator of the Bureau of Apprenticeship and Training of the Labor Department about the apprenticeship program is reported in question and answer form. Some of his views were: (1) Industry is becoming so complicated that all workers are going to have to be trained, (2) Apprenticeship lasts at least 2 years and can run as long as 6 years, (3) To be successful, the apprenticeship program should be formalized so that the apprentice learns all elements of his trade, (4) Management and labor should set up more apprenticeship programs to forestall possible passage of a law forcing them to do so, (5) Regardless of the size of a shop, or whether it is union or nonunion, a program can be set up, (6) Any training in a vocational school should be limited to the tools and fundamental ideas of the trade, (7) The government role in the program should be to guide and to act as a catalyst, (8) The bureau should confine its work to apprenticeship and on-the-job training programs and should receive additional money to expand its apprenticeship program. (MM)

VT 003 425
Training for Health Service Occupations, An Answer to Training Needs of Business. Washington Report, Special Supplement; Feb 26, 1965.

Chamber of Commerce of the United States, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 26Feb65 4p.

*HEALTH OCCUPATIONS EDUCATION; *PARAMEDICAL OCCUPATIONS; VOCATIONAL SCHOOLS; *PROGRAM DESCRIPTIONS; PROGRAM ADMINISTRATION

Health occupations now employ more than 2.6 million people and represents 5.4 percent of the gross national product. The investment in hospitals alone now totals more than $20 billion. Each professional worker requires about 12 persons to serve in supporting roles. Public vocational funds have been used in training health workers for nearly 50 years, but the effort was expanded in 1956 to provide training for practical nurses and similar health workers. The Springfield Massachusetts Technical Institute, has pioneered in developing a post-secondary course for training dental, medical laboratory, and physical therapy assistants, practical nurses and surgical technicians. A five-floor adjoining hospital makes available cooperative hospital-school externship agreements which provide opportunities for students to correlate theory and practice. Advisory committee keep the program attuned to the medical needs of society. Advantages of training in one facility are: (1) Instructional facilities may be shared by several classes enrolled concurrently, (2) It provides one location with which health agencies may communicate in relation to student training, worker need, and graduate placement, (3) Short term training courses can be organized and operated on a temporary basis, and (4) Applicants have the opportunity to select from a number of occupational objectives. Documents treating other business training and retraining programs are available as VT 003 414-VT 003 427. (MM)

VT 003 426
Industrial Arts, An Answer to Training Needs of Business. Washington Report, Special Supplement; Apr 16, 1965.

Chamber of Commerce of the United States, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 16Apr65 4p.

*INDUSTRIAL ARTS; *PROGRAM DESCRIPTIONS; SCHOOL INDUSTRY RELATIONSHIP; GENERAL EDUCATION

In industrial arts the student uses techniques and devices which, with further training, will be useful to him in industrial employment. While vocational-technical education fits individuals into gainful employment, the function of industrial arts is to arouse interest and aid in discovering aptitudes. In grades 7 through 9 in public schools, 3,361 or 57.4 percent of all male students study industrial arts. It is offered in elementary, junior high, high schools, and college and adult levels of instruction. Over 200 colleges prepare instructors of industrial arts. Even though industrial arts is one of the major programs of instruction, 29 states have no state supervisor, four have supervisors assigned to general education, and 17 have industrial arts supervision in vocational departments. The need for increased supervision at all levels is the single greatest need of the profession. Business and industry leaders could support the program by (1) encouraging local and state supervision, field and study trips, and cooperative work-study programs at college level, (2) making summer jobs available for teacher in-service education, and (3) aiding local schools to become acquainted with the needs of industrial arts programs at the local level. Documents treating other business training and retraining programs are available as VT 003 414-VT 003 427. (MM)

VT 003 427
Vocational Rehabilitation, Developing Needed Manpower. Washington Report, Special Supplement; Jun 25, 1965.

Chamber of Commerce of the United States, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 25Jun65 4p.

*VOCATIONAL REHABILITATION; *JOB TRAINING; VOCATIONAL ADJUSTMENT; OCCUPATIONAL THERAPY; PHYSICALLY HANDICAPPED; MENTALLY HANDICAPPED; *PROGRAM DESCRIPTIONS; *EMPLOYMENT PROGRAMS

The Vocational Rehabilitation Administration (VRA), a federal agency, works in close collaboration with the states to create efficient and gainful employees from handicapped citizens. In 1965, state agencies were providing rehabilitation services to 450,000 disabled persons, of which 130,000 were to be employed that year. In recent years the number being rehabilitated has increased at the rate of 8 percent annually, and a minimum goal of 200,000 annually is sought. Among the 1964 rehabilitant disabilities were (1) muscular, skeletal amputation, 37 percent, (2) mental illness, 10 percent, (3) visual impairment, 6 percent, (4) hearing and speech, 6 percent, (5) mental retardation, 6 percent, (6) cardiac defects, 5 percent, and (7) others, 30 percent. Over 70 percent of the rehabilitated in 1964 were unemployed when they began to receive services, and their conversion from tax consumers to wage earners cost about $16 million in a one-time outlay, a saving of many more millions in federal and state public assistance funds. More than 900 research or demonstration projects have been supported by the VRA. Documents treating other business training and retraining programs are available as VT 003 414-VT 003 426. (MM)

VT 003 525
Proposed Occupational and Vocational-Technical Education Programs for Rhode Island; Rhode Island Vocational Technical Education Development Project.

Columbia Univ., New York, N.Y. Inst. of Field Studies
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec65 83p.

*PROGRAM IMPROVEMENT; *PROGRAM PLANNING; PROGRAM DEVELOPMENT; PROGRAM COORDINATION; *VOCATIONAL EDUCATION; *MANPOWER NEEDS; EDUCATIONAL NEEDS; HIGH SCHOOLS; POST SECONDARY EDUCATION; VOCATIONAL SCHOOLS; ADULT VOCATIONAL EDUCATION; EMPLOYMENT PROJECTIONS; OCCUPATIONAL CLUSTERS
RHODE ISLAND

Specific recommendations for programs designed to meet the occupational needs of high school and post-high school students, out-of-school youth, and adults in a society influenced by technological change are presented. Projected labor needs in the State in 11 occupations areas for 1960-70, the potential supply of trained workers from public preparatory programs in the State, and program implications are included. Recommended programs for secondary schools are (1) metal construction and electrical-electronics trades, (2) office and distributive occupations, and (3) others such as agriculture and agriculture-related, cosmetology, industrial drafting, home economics occupations, basic graphic arts, and textiles. Recommended programs at the post-secondary level are (1) chemical, civil engineering and construction, mechanical, electrical-electronics, instrumentation, drafting, and data processing technology, (2) business administration, marketing management, and hotel and resort management, (3) horticulture and landscaping technology, (4) secretarial science, and (5) medical and health science technology. Recommended programs for out-of-school youth and adults are (1) foods trades, (2) manufacturing such as machine tool operator, maintenance mechanic, welder, and assembler, (3) power sewing machine operator, and (4) service occupations such as automobile body and electrical appliance repairmen. Major recommendations presented in five previous reports, recommendations as to future use of the Rhode Island Vocational and Technical School at Corliss Park, and important concepts basic to successful programs are included. (MM)

VT 003 529
Trade Preparatory Training Planning Guide: Auto Mechanics.

North Carolina State Dept. of Public Instruction, Raleigh. Trade and Industrial Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul64 16p.

PROGRAM GUIDES; *ADMINISTRATOR GUIDES; *AUTO MECHANICS; *TRADE AND INDUSTRIAL EDUCATION

This program guide is to aid school administrators in planning facilities for conducting trade preparatory classes in auto mechanics. It was developed by the State Staff for Trade and Industrial Education from the recommendations and suggestions of trade preparatory teachers in the secondary schools. The purpose of the auto mechanics course is to develop skills and understanding needed in making inspections and tests to determine the causes of faulty operation of vehicles and in making repairs or replacing defective parts to restore vehicles to proper operating condition. The suggested course of study requires 3 hours per day, 5 days per week for a 2-year period and covers 18 units such as engine units, the clutch, the transmission, wheel alignment and balance, and brakes. The students should have achieved a level of maturity expected of any beginning worker, have satisfactorily completed eight high school units, have average intelligence or above, and score satisfactorily on a standardized intelligence quotient test or The General Aptitude Test Battery. Upon completion of this 2-year course, the students should be employable as apprentice mechanics. The shop facility should be a self-sustaining unit with a recommended area of 6,160 square feet. An extensive equipment list to serve as a guide to proper equipment selection is provided. (HC)

VT 003 530
Trade Preparatory Training Planning Guide: Electricity/Electronics.

North Carolina State Dept. of Public Instruction, Raleigh. Trade and Industrial Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul64 23p.

PROGRAM GUIDES; *ADMINISTRATOR GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICITY; HIGH SCHOOLS; HAND TOOLS; *ELECTRONICS

This program guide is to aid school administrators in planning facilities for trade preparatory courses in electricity and electronics in secondary schools. It was developed by the State Staff for Trade and Industrial Education from recommendations and suggestions of trade preparatory teachers. The program objective is to develop the necessary skills, technical information, and job judgment required for employment as an advanced learner in an electrical trade. The basic course outline includes (1) Basic Electricity and Electronics, (2) Electric Appliance Repair, (3) Electric Motor Repair, (4) Electrical Installations, and (5) Radio and T.V. Service. The course requires 1,080 hours of instruction which may be presented as either plan I, a 2-year program, or plan II, a 3-year program. The students should have achieved a level of maturity expected of any beginning worker, have completed 8 high school units, preferably two each in mathematics and English and one or more in science, and have scored satisfactorily on a standardized intelligence quotient test or the General Aptitude Test Battery. Upon completion of the training, the students should be employable as apprentices. A suggested tool and equipment list contains the names and prices of necessary breadboard and test equipment, student tool kits, and general tools and equipment for each of the electrical areas. Adequate space is a prime requisite in establishing a vocational training program. The recommended space requirement for 15 to 20 students is 2,250 square feet. (HC)

VT 003 532
Trade Preparatory Training Planning Guide: Machine Shop.

North Carolina State Dept. of Public Insturction, Raleigh. Trade and Industrial Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul64 12p.

PROGRAM GUIDES; PROGRAM PLANNING; *ADMINISTRATOR GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *METAL MACHINING OCCUPATIONS; HIGH SCHOOLS

This program guide is to aid school administrators in planning facilities for trade preparatory courses in machine shop in secondary schools. It was developed by the State Staff for Trade and Industrial Education from the recommendations and suggestions of trade preparatory teachers. The program objective is to develop in the student the necessary skills, technical information, and job judgment required for employment as an advanced learner in the machine trades. The suggested course of study requires 3 hours per day, 5 days per week for a 2-year period and covers units such as related math, blueprint reading, engine lath, drill press, planer, turret lathe, and universal grinder. The students should have achieved a level of maturity expected of any beginning worker, have completed eight high school units, and have scored satisfactorily on a standardized intelligence test or the General Aptitude Test Battery. Upon completion of the training, the students should be employable as apprentice machinists. A basic equipment list for a class of 15 to 20 students is suggested, but the complete and detailed list of equipment should be developed by the local advisory craft committee and the instructor with the approval of the local administrator. The physical facility should be a self-sustaining unit with a recommended floor space of 6,160 square feets. (HC)

VT 003 557
Vocational Education in Diversified Cooperative Training.

Ohio State Dept. of Education, Columbus. Trade and Industrial Education Service
MF AVAILABLE IN VT-ERIC SET.
Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($.50).
Pub Date - 65 26p.

*TRADE AND INDUSTRIAL EDUCATION; *COOPERATIVE EDUCATION; *ADMINISTRATOR GUIDES; *PROGRAM DESCRIPTIONS; *PROGRAM GUIDES
OHIO

The purpose of this booklet is to describe the objectives, standards, and operating policies of trade and industrial education which are applied in diversified cooperative training programs in Ohio. The text includes an explanation of the program, student eligibility, regulations, suggested fields, hints on organizing a program, advantages for the student, school and employers, school-employer relations, methods of instruction, community relations, advisory committess, community surveys, student relations, selection of the teacher-coordinators, teacher-coordinator qualifications, student placement, school facilities, scheduling, and other operating details. The appendix contains a sample student application and a suggested classroom floor plan. (EM)

VT 003 561 ED 021 049
Schill, William John
Concurrent Work-Education (Programs in the 50 States 1965-66). Initial Draft.

Illinois Univ., Champaign. Work Education Research Center
EDRS PRICE MF-$0.50 HC-$3.75
Pub Date - 66 73p.

*WORK STUDY PROGRAMS; *COOPERATIVE PROGRAMS; COOPERATIVE EDUCATION; *NATIONAL SURVEYS; *STUDENT ENROLLMENT; *EXPENDITURES; VOCATIONAL EDUCATION; ECONOMIC FACTORS; DEMOGRAPHY; ORGANIZATION; PROGRAM DESCRIPTIONS; HIGH SCHOOLS; QUESTIONNAIRES; POST SECONDARY EDUCATION

A descriptive report of the conduct or status of concurrent work-education programs in each of the 50 states is presented. Data are reported for two distinct programs: (1) cooperative education, a program in which the students work part-time and study in a formal classroom setting part-time, and (2) work-study, a program in which students in vocational programs, who have need of financial assistance in order to remain in school, are placed in public agencies, mainly the local school. Data were obtained from each of the 50 state department of education offices via personal visits and from a sample of individual school districts via mailed questionnaires. Of 1,836 questionnaires sent to a random sample of 1,757 high schools and 88 post-high schools in the United States, 1,535 were returned. Approximately 18,000 high schools offered grades 10, 11, and 12 in the United States during 1965-66. Of these, 2,509 had a work-study offering and 3,333 had cooperative-education programs. There were 44,817 high school students and 7,418 post-high school students enrolled in work-study programs, and 117,035 high school students and 4,243 post-high school students enrolled in cooperative-education programs. Correlations were computed between enrollments in the programs, and selected demographic, economic, and organizational variables related to the individual schools. Enrollments by states and vocational education areas and expenditures by states are included. Another report is available as VT 006 911. (PS)

VT 003 611
On-the-Job Training, The Story of OJT in Iowa.

Iowa State Manpower Development Council, Des Moines
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 20p.

*ON THE JOB TRAINING; *PROGRAM DESCRIPTIONS
IOWA

The Iowa State Manpower Development Council, started in July 1965, operated as an experimental and demonstration project of the United States Department of Labor. Its purpose was to coordinate a number of manpower programs and to strive for maximum development of human resources. Since December 1965, the Council has administered a statewide On-The-Job Training program (OJT). During the training period, from 8 to 26 weeks, the trainee was paid a regular salary for his position, and the employer was reimbursed up to $25 per week for teaching the new skills. In 1966, the OJT program served 600 trainees and 188 employers. Of these trainees, 411 completed training. Trainees included the young, the not-so-young, and the socially or physically handicapped from both rural and urban backgrounds. They were referred to the OJT program from public and private agencies. The 1967 OJT Program allocated $280,670 for 262 trainees. In addition, the Council, Employment Service and vocational education cooperated in initiating and planning classroom training programs for 384 of the trainees. Combining OJT and classroom programs should lower total manpower training costs and increase the quality of training and skill development. A summary of trainee characteristics and a sample training certificate are included. (EM)

VT 003 642
Manpower and Training Needs of the Food Service Industry.

Manpower Administration (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 63p.; Report of a National Conference (Washington, D.C., April 22-24, 1964).

*FOOD SERVICE INDUSTRY; *MANPOWER NEEDS; CONFERENCE REPORTS; FOOD SERVICE OCCUPATIONS; TRADE AND INDUSTRIAL EDUCATION; DISTRIBUTIVE EDUCATION; *EDUCATIONAL NEEDS; ADULT VOCATIONAL EDUCATION; APPRENTICESHIPS; INDUSTRIAL TRAINING; *EDUCATIONAL PROGRAMS; *COOPERATIVE PLANNING
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Approximately 140 representatives of education, management, unions, trade and professional associations, and government agencies explored new approaches to meeting manpower and training requirements of the food service industry. Speech summaries included are: (1) "An Overview of the Food Service Industry" by D. Greenway, (2) "Labor Looks at the Industry's Needs" by M.K. Wolfgang, (3) "Training--The Manpower Catalyst" by E.L. Rumple, (4) "Public Distributive Education Programs" by J. Beaumont, (5) "Public Vocational and Technical Education Programs" by M. Strong, (6) "Apprenticeship Training" by H.C. Murphy, (7) "Industry Training Programs" by E.J. Martin, (8) "Union Programs" by C. Paulson, (9) "Universities, Private Schools, Correspondence Programs" by H.B. Meek, (10) "Provisions, Responsibilities, Achievements, and Challenges of MDTA" by J.P. Walsh, (11) "Counseling, Testing, Allowances, Placement" by L. Levine, (12) "Institutional Training Programs" by P. Dagger, and (13) "On-the-Job Training Programs" by A. Cleary. Four work group discussions and their recommendations are outlined. Recommendations include: (1) establishing national advisory committees to develop and publish personnel training criteria, designating a federal agency to assemble and disseminate training and resource materials, and organizing institutes to produce qualified instructors for Manpower Development and Training Act and Area Redevelopment Act programs. Comments of 10 participants on "Next Steps to Cooperative Action" are included. (FP)

VT 003 677
Project Feast (Foods Education and Services Training).

San Francisco State Coll., Calif. Center for Technological Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 1Feb67 20p.

*FOOD SERVICE OCCUPATIONS; *OCCUPATIONAL HOME ECONOMICS; HIGH SCHOOLS; PROGRAM DESCRIPTIONS; CURRICULUM
*PROJECT FEAST; SAN FRANCISCO; CALIFORNIA

Project FEAST appeals to and offers opportunity for all high school youth regardless of color, ability, or economic status, to explore or prepare for a career in the foods industry. A high percentage of FEAST students complete high school, and those with motivations and abilities for further schooling can proceed through the articulated continuum of California Community College and the 4-year college. Team teaching interrelates laboratory experiences and basic education, so that general education requirements become meaningful. Material covered is oriented so that motivation, skills, understanding, and attitudes can be tested in actual job situations. Ten schools participated in project FEAST. Teachers spent 4 weeks in general orientation and in actual experience in industrial quantity food preparation, and had conferences and visits with industrial representatives. They developed curriculum outlines for Grade 11. During the second summer teachers revised outlines and developed the 12th grade curriculum. Teams from all schools met during the semester to air problems, brainstorm and report on developments, and introduce new materials and ideas. The project director and advisors are continuously available to individual teams for consultation. (FP)

VT 003 694
Suggested Guides for the Development of Area Vocational Technical Programs.

Rhode Island State Dept. of Education, Providence. Div. of Vocational Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 48p.

*AREA VOCATIONAL SCHOOLS; *VOCATIONAL EDUCATION; *PROGRAM GUIDES; PROGRAM DEVELOPMENT; ADMINISTRATIVE POLICY; ADVISORY COMMITTEES; SURVEYS; HIGH SCHOOLS

The purpose of this collection of policy statements and guidelines is to inform and assist local school administrators and staff, vocational advisory committees, and others concerned with developing area vocational-technical programs in Rhode Island. Sections are (1) administrative plan for area vocational-technical program, which includes a plan for administration, procedures for approval, and application for program, (2) advisory committee by-laws, (3) list of services provided by vocational-technical advisory committee, (4) industry employment survey form, (5) pupil occupational interest survey form, (6) summary of numbers of business and industry employees in selected occupations form, (7) community and total employment figures in selected occupations form, and (8) employment outlook for selected occupations form. (MM)

VT 003 717
Johnson, Delmar, Comp.
Handbook for Organizing and Conducting Programs in Agriculture Mechanics.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 55p.

*PROGRAM GUIDES; *VOCATIONAL AGRICULTURE; *COOPERATIVE EDUCATION; *OFF FARM AGRICULTURAL OCCUPATIONS; *AGRICULTURAL ENGINEERING; PROGRAM DEVELOPMENT

The organization and operation of a cooperative education program in agriculture mechanics as an integral part of a vocational agriculture program are explained. The advantages of a cooperative education program to the student, school, cooperating employer and the community are cited and responsibilities of the school for organizing the program are detailed. An example is provided of policies regarding students, related instruction, training plans, and training center supervision. Legal activities which affect the program in Indiana are summarized and procedures are outlined for meeting the legal requirements. The purposes, advantages functions, qualification, size, organization, appointment, and operation of a consultant committee are outlined. Other major sections of the handbook presents information relating to trainee selection, training center selection, training plans, training agreements, trainee placement, related instruction, program coordination, program evaluation, trainee evaluation, records, reports, course of study, teaching aids, awards, Indiana child labor laws, U.S. Fair Labor Standards Act, and student followup. Included are examples of forms used in enrollment application, surveys, training agreements, visitations, student evaluation, awards, and followup. (JM)

VT 003 762
Administration of Vocational Education, Federal Allotments to States, Miscellaneous Amendments.

Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Federal Register; June 29, 1965
Pub Date - 65 3p.; Reprint.

*VOCATIONAL EDUCATION; *ADMINISTRATION; *FEDERAL LAWS; *FEDERAL AID

Part 104 of Title 45 of the Code of Federal Regulations, dealing with programs of vocational education administered by State boards for vocational education under the Smith-Hughes, George-Barden, and supplementary acts as amended and under the Vocational Education Act of 1963, is amended by the provisions contained in the paragraphs listed. Paragraphs amended were (1) 104.13-Programs for vocational instruction, (2) 104.25 Requirements of work-study program, (3) 104.29-Date of allowable expenditures, (4) 104.30-Alottment availability, (5) 104.33-Determination of fiscal year's allotment to which expenditure is chargeable, and (6) 104.42-Matching purposes within specific allotments of Federal funds. These amendments were effective as of August 21, 1964, the date on which Part 104 was approved. (PS)

VT 003 809
National Trucking Industry Apprenticeship Standards for Truck Mechanics; (A Guide for the American Trucking Associations, Inc. and the International Association of Machinists, AFL-CIO).

Manpower Administration (DOL),Washington, D.C. Bureau of Apprenticeship and Training
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 45p.

*APPRENTICESHIPS; *MECHANICS (OCCUPATION); *NATIONAL PROGRAMS; *STANDARDS; QUALIFICATIONS; TRADE AND INDUSTRIAL EDUCATION; *PROGRAM ADMINISTRATION

The purpose of these national standards is to serve as a guide for establishing thorough and adequate apprenticeship programs to produce highly trained truck mechanics. It was developed by the Joint Committee of the International Association of Machinists and the American Trucking Associations, Inc. and the United States Department of Labor's Bureau of Apprenticeship and Training. In addition to itemizing the various provisions of the national standards, this booklet includes an explanation of the standards for the guidance of local employers and labor representatives. Among the provisions are those dealing with the selection of applicants for apprenticeship, the appointment of local apprenticeship committees to supervise the training of apprentices, and related instruction requirements of apprentices. Supplementing the provisions are (1) an example of an apprentice recordkeeping form, (2) a schedule of work processes for which to train apprentices, (3) apprenticeship qualifications, (4) an evaluation and rating form, and (5) an explanation of the responsibilities of the apprentices. A directory of regional and state Bureau of Apprenticeship and Training Agencies is included. (HC)

VT 003 998
Part-Time Industrial Cooperative Education in Illinois. Series B Bulletin 198.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Trade and Industrial Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan66 160p.

*COOPERATIVE EDUCATION; *GUIDELINES; *COORDINATORS; *ADMINISTRATIVE PERSONNEL; HIGH SCHOOLS; PROGRAM PLANNING; *TRADE AND INDUSTRIAL EDUCATION; PROGRAM DEVELOPMENT; PROGRAM COORDINATION; STATE STANDARDS
ILLINOIS

Industrial cooperative training programs provide high school students with training in an industrial, trade, or service occupation. It requires one or two years of part-time, out-of-school, on-the-job employment training supplemented by in-school related instruction. This bulletin is intended to assist school administrators and teacher-coordinators in establishing and maintaining such programs. A large part of the responsibility for the success of a cooperative training program rests with the school administrator but the optimum effectiveness of the program is primarily dependent upon the coordinator. The various guidelines provide these individuals with material on their respective duties and responsibilities. Guidelines are also provided on the selection and placement of student-learners, the related instruction phase of the program, and the organization and function of advisory committees. The establishment, arrangement, operation, and functioning of program coordination is necessary to assume that the student-learner is acquiring a complete and well-rounded series of manipulative skills, is making normal progression, and is being supplemented by general and technical information needed for a competent and well-trained worker. Other aids for the coordinator include such items as grades and grading, wage-hour exemption, working permits, and the necessary report and record forms. (HC)

VT 004 231
Nixon, R.A.
Federal Legislation for a Comprehensive Program on Youth Employment.

New York Univ., N.Y., Center for the Study of Unemployed Youth
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May66 27p.

*YOUTH PROGRAMS; *DISADVANTAGED YOUTH; *FEDERAL LAWS; *EMPLOYMENT PROGRAMS

When the Office of Economic Opportunity issued its "Catalogue of Federal Programs for Individual and Community Improvement" on December 15, 1965, it listed 250 different federal programs. At least 35 of them are potentially applicable to youth-work programs seeking to increase the employability and employment of disadvantaged youth. The planner of a youth-work program must seek to utilize all the available legislation to help build a comprehensive program. The purpose of this paper is to describe the major relevant federal legislation. It gives the intent of the legislation, what it makes possible, who allocates funds, and who can apply for and receive funds. Included are: (1) The Job Corps, Neighborhood Youth Crops, Community Action Programs, Adult Basic Education Programs, and Work Experience Programs of the Economic Opportunity Act, (2) Manpower Development and Training Act, (3) Vocational Education Act of 1963, (4) Federal-State Employment Service based on the Wagner-Peyser Act of 1933, (5) Vocational Rehabilitation Act, (6) Health Care--Social Security Amendments, (7) Elementary and Secondary Education Act of 1966, (8) Civil Rights Act of 1964, and (9) Juvenile Delinquency and Youth Offenses Control Act. (PS)

VT 004 269
Keim, Walter G.
Proceedings of Interstate Conference on Labor Statistics, (23rd, Storrs, June 15-18, 1965).

Bureau of Labor Statistics (DOL), Washington, D.C.
Connecticut Dept. of Labor, Hartford
Connecticut Univ., Storrs
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 268p.

CONFERENCE REPORTS; *LABOR ECONOMICS; DEMOGRAPHY; ECONOMIC RESEARCH; *RESEARCH NEEDS; *DISADVANTAGED GROUPS; LABOR FORCE; *EMPLOYMENT STATISTICS; RESEARCH METHODOLOGY; MEASUREMENT; RESEARCH UTILIZATION; UNEMPLOYMENT; FEDERAL LEGISLATION; EMPLOYMENT OPPORTUNITIES; POVERTY PROGRAMS; GOVERNMENT ROLE; COMMUNITY ROLE; SAFETY; ECONOMIC DISADVANTAGEMENT; BUSINESS CYCLES; AUTOMATION; PRODUCTIVITY; STATISTICAL DATA; *PROGRAM PLANNING; INJURIES; EDUCATIONAL PROGRAMS
*INTERSTATE CONFERENCE ON LABOR STATISTICS, STORRS, CONNECTICUT, JUNE 15-18, 1965

The major focus of the Conference was on the statistics needed for effective government and local community cooperation in programs to meet the needs of disadvantaged groups. Ten speakers presented papers and each was discussed by selected panel members or other conference participants. The topics were: (1) "Provisions for Job Opportunities and Employability in Manpower Legislation" by Louis Levine, (2) "Government and Community Participation in the Program of Economic Opportunity," by Hyman H. Bookbinder, (3) "Yardsticks for Counting the Poor," by John G. Myers, (4) "Community and Government Cooperation for Disadvantaged Groups," by Raymond F. Male, (5) "Current Economic Situation and Outlook," by David Pinsky, (6) "Developments in State and Federal Statistics and Research Roundtable," by Carl Cabe, (7) "Productivity and Automation," by a panel of five, (8) "Statistics for Industry and Government Safety Programs," by Robert H. Ferguson, (9) "Manpower Information Needed for the Planning of Training and Education Programs," by Robert E. Johnson, and (10)

"The Last Five Years: Economic Expansion and Persisting Unemployment," by Ewan Clague and Robert A. Gordon. Delegates included state and federal government administrators, economists, and statisticians, as well as representatives of universities, labor, and business organizations. (ET)

VT 004 553 ED 020 342
Al-Salman, Muhsin Hussain
The Role of Prevocational Agriculture in the Junior High Schools of New York State.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-6982, $3.00 microfilm, $6.80 xeroxed).
Pub Date - 65 135p.

*AGRICULTURAL EDUCATION; *PREVOCATIONAL EDUCATION; *COURSE CONTENT; *COURSE OBJECTIVES; *JUNIOR HIGH SCHOOLS; TEACHER ATTITUDES; PROGRAM DESCRIPTIONS; VOCATIONAL AGRICULTURE TEACHERS
NEW YORK

The purpose of the study was to describe existing junior high school prevocational agriculture courses and determine what selected educators in agriculture believe the objectives and course content should be. Lists of 17 objectives and 103 course content items in nine subject areas were assembled. A jury of 17 members ranked the objectives and responded to content items on a four-point scale. A randomly selected group of 22 vocational agriculture teachers also responded to content items. Composite rank order was used to establish that the three most important objectives were to (1) acquaint students with agricultural problems, career possibilities, and information sources, (2) provide opportunity to explore farming and other agricultural occupations in a community, and (3) develop understanding and appreciation for the importance of agriculture in present and future living and to students as producers and consumers. Perceived expectations for course content items varied between and within both jury and teacher groups. This Ph.D. thesis, which was submitted to Cornell University is available as 65-6982. (JM)

VT 004 567 ED 023 809
Handbook for Sponsors; Standards and Procedures for Work-Training Experience Programs under the Economic Opportunity Act of 1964, as Amended.

Manpower Administration (DOL), Washington, D.C. Bureau of Work Programs
EDRS PRICE MF-$0.50 HC-$4.85
Pub Date - Apr67 95p.

*PROGRAM DESCRIPTIONS; *WORK EXPERIENCE PROGRAMS; *PROGRAM GUIDES; YOUTH PROGRAMS; FEDERAL PROGRAMS; ADULT PROGRAMS; EMPLOYMENT PROGRAMS; *GUIDELINES
OPERATION MAINSTREAM; NEW CAREERS PROGRAM; SPECIAL IMPACT PROGRAM; *ECONOMIC OPPORTUNITY ACT PROGRAMS; NEIGHBORHOOD YOUTH CORPS; EOA PROGRAMS

The standards and procedures presented establish the basic rules governing the development and operation of various programs administered by the U.S. Department of Labor, Bureau of Work Programs under the Economic Opportunity Act of 1964, as amended. Basic standards relate to qualification of sponsors, eligibility of enrollees, hours of work, duration of enrollment, and wages. These standards are regarded as extensions of the statutes and regulations already promulgated. Major sections are titled: Definition of Programs and Eligibility Standards; Program Standards; Promotion, Development, and Coordination of Projects; Procedures for Project Application and Determination of Sponsorship; and Procedures for Conducting Work Training in Industry. (EM)

VT 004 726 ED 020 368
Cvancara, Joseph George
Input-Output Relationships Among Selected Intellectual Investments in Agriculture.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-7761, microfilm $3.00, xeroxed $6.20).
Pub Date - 64 111p.

*FARM MANAGEMENT; *ADULT FARMER EDUCATION; *FARMERS; AGRICULTURAL PRODUCTION; *INCOME; *COST EFFECTIVENESS
MINNESOTA

Data were collected on two groups of farm units in 20 Minnesota communities to determine production unit response to educational investment, and study cumulative or diminishing effects on cash income increases caused by farm management instruction over 3 years. Groups were paired on the basis of 1962 records according to size measured in work units and on the combination of livestock and crop enterprises. One group had participated in the Minnesota farm management program during 1960-62. Cash income was the criterion variable used to evaluate the effect of several predictive variables. Statistical techniques included the t-test, analysis of variance, and multiple correlation and regression techniques. Analyses determined whether increases in output of farm management enrollees exceeded community input costs for conducting the program. Farm management enrollees had over $500.00 higher income than non-enrollee farmers. Improvement in income was subject to a diminishing return effect. There were increases in income over a 3-year period, with greatest increases during the second year and a higher rate of increase for farms in the farm management program. This Ph.D. thesis was submitted to University of Minnesota. (JM)

VT 004 913
Report to the Government of Libya on Vocational Training.

International Labour Organization, Geneva (Switzerland)
MF AVAILABLE IN VT-ERIC SET.
ILO-TAP-Libya-R-10
Pub Date - 66 47p.

*EDUCATIONAL NEEDS; *MANPOWER DEVELOPMENT; MANPOWER UTILIZATION; *VOCATIONAL EDUCATION; EDUCATIONAL FACILITIES; FACULTY; *DEVELOPING NATIONS; FEDERAL GOVERNMENT; FEDERAL PROGRAMS; NATIONAL SURVEYS; *PROGRAM PLANNING
LIBYA

The increased demand for skilled industrial manpower in Libya created a need for additional vocational education training facilities for youth and adults, an expanded training scheme for faculty and supervisory personnel, and greater coordination among administrative bodies responsible for training activities. Assistance in studying these needs was requested from the International Labor Office by the Government of Libya. An expert to advise and assist the Government was appointed and vocational training programs were studied. Some findings were: (1) The need for training is enormous, (2) New programs need to be established, and (3) Training facilities must be greatly increased and expanded. The principal recommendations were that (1) existing and future vocational training programs be coordinated, (2) pilot vocational training centers be used as the basis for program development, (3) inplant training programs be utilized, (4) adult basic education classes be established, and (5) a training program for vocational teachers be implemented. (WB)

VT 005 000
Associate Degree Education for Nursing.

National League for Nursing, New York, N.Y. Dept. of Associate Degree Programs
MF AVAILABLE IN VT-ERIC SET.
National League for Nursing, 10 Columbus Circle, New York, New York 10019 ($0.25).
Pub Date - 67 6p.

*HEALTH OCCUPATIONS EDUCATION; *TECHNICAL NURSES; *ASSOCIATE DEGREES; EDUCATIONAL PROGRAMS; *JUNIOR COLLEGES; GENERAL EDUCATION; REGISTERED NURSES; CERTIFICATION; ACCREDITATION (INSTITUTIONS); ADMISSION CRITERIA; HOSPITALS

Associate degree programs in nursing differ in many ways but are characterized by the following unique features: (1) The majority are conducted by public junior colleges, (2) The program length is two years, (3) Nursing theory and practice are combined with general education courses, (4) Students must meet college and nursing program requirements for admission, including high school graduation, (5) Costs, which are usually minimal, are comparable to those of other students in the college, (6) The purpose is to educate students to be eligible for licensure as registered nurses and to be prepared to give patient-centered nursing care in beginning general duty nurse positions, usually in hospitals. More than 200 state approved programs are listed and National League for Nursing accreditation is indicated for those so approved. (JK)

VT 005 026 ED 023 818
Demonstrating Innovations in Vocational Education: Initial Application Submitted to the Office of Education, Department of Health, Education and Welfare, Plan and Operation Grant.

EHOVE Board of Education, Milan, Ohio
EDRS PRICE MF-$0.75 HC-$6.75
Pub Date - Jan68 133p.

*VOCATIONAL EDUCATION; *AREA VOCATIONAL SCHOOLS; *EDUCATIONAL INNOVATIONS; *PROGRAM PROPOSALS; OCCUPATIONAL GUIDANCE; DEMONSTRATION PROGRAMS; *INTEGRATED CURRICULUM
OHIO

The purpose of this proposed project is to demonstrate innovations in a joint vocational school which would serve public and non-public schools in Erie, Huron, and the eastern portion of Ottawa counties. The objectives of the proposed activities were to (1) emphasize a correlated curriculum developed around the "world of work" between guidance, academic, and vocational areas, (2) strengthen the instructional program by systematizing, retrieving, and applying innovations, (3) present a guidance program in occupational opportunities, and (4) provide working models of the innovations for use by others. Emphasis is on the correlated curriculum and development of filmstrip loops, programed instruction, closed circuit television, team teaching, small group activities, large group activities, individualization laboratory, and a mobile counseling unit. The correlated curriculum would be developed around the basic problems of life, and students, counselors, teachers, supervisors, consultants, and business representatives would be involved in identification of life problems. The proposal includes detailed plans for the project. (JM)

VT 005 090 ED 022 022
Howell, Kay M.
Teaching Vocational and Citizenship Education in Social Studies. Final Report.

Michigan State Univ., East Lansing
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$6.80 OEG-S-149-65 24
BR-5-8271
Pub Date - Dec67 134p.

*PILOT PROJECTS; VOCATIONAL DEVELOPMENT; *SOCIAL STUDIES; GRADE 9; CURRICULUM DEVELOPMENT; CURRICULUM RESEARCH; *CITIZENSHIP RESPONSIBILITY; *EXPERIMENTAL PROGRAMS; FEASIBILITY STUDIES; EXPERIMENTAL GROUPS; COMPARATIVE ANALYSIS; CONTROL GROUPS; SELF CONCEPT; STUDENT ATTITUDES; *OCCUPATIONAL GUIDANCE; EDUCATIONAL OBJECTIVES; ATTITUDE TESTS; CONVENTIONAL INSTRUCTION; CHANGING ATTITUDES; CURRICULUM GUIDES
LANSING; MICHIGAN

A pilot project was conducted to determine if there was evidence to support an experimental program for comparison with the current, conventional programs of 9th grade social studies in the East Lansing, Michigan schools. The experimental program was one in which students were introduced into the world of work and spheres of the citizen within the broad context of "man and society" by use of a comparative cultures approach. Forty-four students were subjected to the experimental program and 50 to the conventional program. Pre-post measures of attitudes considered basic to citizenship behavior and several other instruments were administered to both groups. Data indicated relevant attitudinal change for both experimental and conventional programs. Data from a social distance scale favored the experimental with respect to increased acceptance of racial and nationality groups. Tests of student self-concept of academic ability and self-identify indicated no differential effectiveness. Subjective student judgements indicated the experimental program was more interesting. The results of the pilot study were considered sufficiently promising to warrant the recommendation that a more comprehensive study be initiated. (MM)

VT 005 219
Alden, John D.
Engineering and Technician Enrollments--Fall 1967. Summary Report.

Engineering Manpower Commission, New York, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Engineering Joint Council, Department P, 345 East 47th Street, New York, New York 10017 ($1.00).
Pub Date - Jan68 30p.

*STUDENT ENROLLMENT; *ENGINEERING EDUCATION; *TECHNICAL EDUCATION; *ENGINEERS; *ENGINEERING TECHNICIANS; TRANSFER STUDENTS; GRADUATE STUDENTS; FOREIGN STUDENTS; ENROLLMENT TRENDS; UNDERGRADUATE STUDY; FEMALES

"Engineering and Technician Enrollments--Fall 1967, Detailed Report" is summarized. See abstract of VT 005 220 which is the complete report. (EM)

VT 005 220 ED 022 026
Alden, John D.
Engineering and Technician Enrollments--Fall 1967, Detailed Report.

Engineers Joint Council, New York, N.Y. Engineering Manpower Commission
EDRS PRICE MF-$1.75 HC-$22.45
Engineers Joint Council, Department P, 345 East 47th Street, New York, New York 10017 ($5.00).
Pub Date - Feb68 447p.

*STUDENT ENROLLMENT; *ENGINEERING EDUCATION; FOREIGN STUDENTS; *TECHNICAL EDUCATION; *ENGINEERING TECHNICIANS; *ENGINEERS; TRANSFER STUDENTS; GRADUATE STUDENTS; ENROLLMENT TRENDS; FEMALES; UNDERGRADUATE STUDY; SURVEYS

A questionnaire survey of approximately 870 schools provided enrollment data on technology students. Data are presented in tabular form for curriculum, type of school, and four categories of students: (1) engineering, all degree levels, (2) technology, terminal associate degree level, (3) technology, bachelor's degree level, and (4) pre-engineering, transfer programs. Enrollment data from 180 schools having curriculums approved by the Engineers Council for Professional Development showed these trends since 1965: (1) freshmen enrollments down 4 percent from 67,376 to 64,583, (2) second-year enrollments up 5 percent from 46,325 to 48,640, (3) third- through fifth-year enrollments up 15 percent from 76,823 to 88,371, (4) master's level enrollments up 84 percent, and (5) doctoral level enrollments up 59 percent. Technician enrollment data from 512 schools showed there were 102,000 full time students in associate degree and certificate programs, and 59 schools reported 104,000 students in bachelor of technology programs. The enrollment data are presented in 382 tables, and schools are listed by state with the kinds of curriculums for each school indicated. (EM)

VT 005 249
Lynn, Davis R.; Nothom, John W.
Educational Activities within Business-Industry; Implications for Public Education.

Hawaii Vocational Education Research Coordinating Unit, Honolulu
Office of Education (DHEW), Washington, D.C.
Hawaii State Commission of Manpower and Full Employment, Honolulu
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan68 62p.

*INPLANT PROGRAMS; *STATE SURVEYS; EMPLOYER ATTITUDES; EDUCATIONAL OBJECTIVES; *EDUCATIONAL NEEDS; *VOCATIONAL EDUCATION; QUESTIONNAIRES
HAWAII

A survey of personnel directors, industrial relations officers, training staff and labor representatives was made to identify the nature and scope of training being conducted within business and industry in Hawaii and to examine the expectations for public education. The survey consisted of two phases: (1) on-site personal interviews with 23 firms considered to be a representative cross section of the larger employers in Hawaii and known to be conducting in-plant training programs, and (2) collection of information from a larger sampling of the business-industry community by mailing questionnaires to 1,684 firms categorized as small employers. Findings which are reported in a narrative discussion included: (1) Business and industry were engaged extensively in training operations in one form or another to increase the productivity of employees and the efficiency of the organizations, (2) The small employer group reported that expansion of vocational education at the high school level as well as expansion at the post-high school level was significantly important as a means of assisting business and industry with training, and (3) The larger employer placed greater emphasis on expansion at the post-high school level and the part-time evening programs. (PS)

VT 005 294 ED 023 821
Resources Available to Member States for the Advancement of Women Through Technical Co-Operation Programmes of The United Nations System and Through Programmes of Non-Governmental Organizations in Consultative Status.

United Nations Educational, Scientific and Cultural Organization, Paris (France)
EDRS PRICE MF-$0.50 HC-$4.40
E/CN.6/463
Sales Section, Publishing Service, United Nations, New York, New York 10017 ($1.00).
Pub Date - 66 86p.

*EDUCATIONAL PROGRAMS; *WOMENS EDUCATION; SOCIAL DEVELOPMENT; *DEVELOPING COUNTRIES; HOME ECONOMICS; *TECHNICAL ASSISTANCE; COMMUNITY DEVELOPMENT; SOCIAL WELFARE; ADMINISTRATION; *INTERNATIONAL ORGANIZATIONS; VOCATIONAL EDUCATION
UNITED NATIONS

Part One contains information on United Nations technical cooperation programs which provide assistance on the request of the government concerned and are intended to help to prepare more people to contribute toward the progress of their countries by advising, showing, or teaching them or by giving them the opportunity to exchange and develop the information which they already have. Programs include services in the areas of human rights, social development, and public administration. Agencies providing additional relevant services are the International Labor Organization, the Food and Agriculture Organization, the Educational, Scientific and Cultural Organization, and the Children's Fund. Part Two contains information on programs of non-governmental organizations in consultative status. Assistance includes advanced education, literacy training, home-making courses, civic and political education, and training for social services, nursing, secretarial work, and kindergarten teaching. Appendixes contain specific examples of United Nations and non-governmental projects and activities and suggestions for further reading. (JK)

VT 005 442 ED 018 672
Brewin, Charles R., Jr.; Parker, John K.
Final Report of the Study of Post High School Education Needs in Bucks County, 1968-1980. Volume I.

Bucks County Superintendent of Schools, Doylestown, Pa.
Pennsylvania Univ., Philadelphia. Government Studies Center
Pennsylvania State Dept. of Public Instruction, Harrisburg
EDRS PRICE MF-$1.00 HC-$12.95
Pub Date - Mar68 257p.

*VOCATIONAL EDUCATION; *EDUCATIONAL NEEDS; ADULT EDUCATION; *POST SECONDARY EDUCATION; EDUCATIONAL OPPORTUNITIES; EMPLOYERS; *EMPLOYMENT OPPORTUNITIES; POPULATION TRENDS; ADULTS; HIGH SCHOOL STUDENTS; GRADE 12; EDUCATIONAL INTEREST; STUDENT ENROLLMENT; SURVEYS
BUCKS COUNTY; PENNSYLVANIA

The purpose of the study was to determine the present and future of local residents for post-high school education, the ability of existing facilities to meet the needs, factors which restrict the educational opportunities, and courses of action for meeting local educational needs. High school seniors, adults, major employers in Bucks County, and post-high school institutions in the County and surrounding community area were surveyed by questionnaires under the direction of a 27-member advisory council representing education, business, labor, and government. Recommendations are presented for the different levels and types of educational institutions, employers, and the entire community. Some recommendations concerned; (1) increasing evening program enrollment capacity in areas vocational-technical schools from 1,200 in 1966-67 to 3,300 by 1980 and exploring the possiblity of 13th and 14th year programs, (2) increasing adult and continuing education evening program enrollment capacity in high schools from 3,600 in 1966-67 to 10,200 by 1980 and stressing job-related offerings, (3) in community colleges, expanding the enrollment capacity and exploring the possibility of expanding program offerings in areas of preregistered nursing, practical nursing, and medical technology in cooperation with hospitals, (4) expanding tuition assistance and other incentives by employers to employees engaging in post-high school education, (5) conducting a comprehensive study of post secondary education needs and resources when the 1970 U.S. Census data become available, and (6) making the State Legislature and the Higher Education Assistance Agency aware of community support for scholarship funds for students pursuing post-high school education in institutions not granting college degrees. Appendix A and B list working papers on population growth, employment, and education in Bucks County, Pennsylvania. Appendix C through G and the bibliography are in Volume II (VT 005 443). A progress report of the study is VT 002 737. (BS)

VT 005 443 ED 018 673
Brewin, Charles E., Jr.; Parker, John K.
Final Report of the Study of Post High School Education Needs in Bucks County, 1968-1980. Volume II.

Bucks County Superintendent of Schools, Doylestown, Pa.
Pennsylvania Univ., Philadelphia. Government Studies Center
Pennsylvania State Dept. of Public Instruction, Harrisburg
EDRS PRICE MF-$1.25 HC-$16.75
Pub Date - Mar68 333p.

*POST SECONDARY EDUCATION; *EDUCATIONAL NEEDS; *VOCATIONAL EDUCATION; *STUDENT CHARACTERISTICS; BIBLIOGRAPHIES; SURVEYS; GRADE 12; GRADUATE SURVEYS; *ADULT CHARACTERISTICS; HIGH SCHOOL STUDENTS; QUESTIONNAIRES
BUCKS COUNTY; PENNSYLVANIA

Five working papers prepared for a study to determine post-high school educational needs in Bucks County and courses of action for meeting them are presented; (1) "Post-High School Educational Resources in and Around Bucks County, Pennsylvania," (2) "Characteristics of High School Seniors, Bucks County, Pennsylvania," (3) "High School Senior Followup, Bucks County, Pennsylvania," (4) "Characteristics of Adults in Bucks County, Pennsylvania," and (5) "Comparison of Educational Resources with Needs." Each includes a table of contents, appendixes, and a description of methodology in addition to findings and educational implications. A bibliography is included. A progress report of the study is VT 002 737. The final report and two working papers are in Volume I (VT 005 442). (BS)

VT 005 454 ED 019 500
Education for A Changing World of Work, Report of the Panel of Consultants in Vocational Education.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.25 HC-$15.45
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280--80021, $1.25).
Pub Date - 64 307p.

*VOCATIONAL EDUCATION; ADMINISTRATIVE ORGANIZATION; FEDERAL LAWS; FINANCIAL SUPPORT; AGRICULTURAL EDUCATION; TRADE AND INDUSTRIAL EDUCATION; HOME ECONOMICS EDUCATION; DISTRIBUTIVE EDUCATION; HEALTH OCCUPATIONS EDUCATION; *PROGRAM EVALUATION; GOVERNMENT ROLE; JOB PLACEMENT; STUDENT ENROLLMENT; EXPENDITURES; *EDUCATIONAL IMPROVEMENT; TEACHER EDUCATION; *EDUCATIONAL NEEDS; OCCUPATIONAL GUIDANCE; EDUCATIONAL OBJECTIVES; EDUCATIONAL HISTORY
PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION

The Panel of Consultants on Vocational Education, appointed in October 1961 to review and evaluate existing national vocational education legislation and to make recommendations for improving and redirecting vocational education, submitted this report in November of 1962. A major concern was to study the strengths and limitations of the local-state-federal programs, including the implications of automation, technological advance, population mobility, discrimination, urbanization, and program administration. Major divisions of the report are (1) Review, (2) Evaluation, (3) Improvement and Redirection, and (4) Role of the Federal Government. The Panel's general recommendations were that vocational education must: (1) offer training opportunities to the 21 million noncollege graduates who will enter the labor market in the 1960's, (2) provide training or retraining for workers whose skills and technical knowledge must be updated and workers whose jobs will disappear due to increased efficiency, automation, or economic change, (3) meet the critical need for highly skilled craftsmen and technicians through high school and post-high school education, (4) expand vocational and technical training programs consistent with employment possibilities equally available to all, regardless of race, sex, scholastic aptitude, or place of residence. Related documents are Appendix I, "Technical Training in the United States" (VT 005 456), Appendix II, "Manpower in Farming and Related Occupations" (VT 005 455), Appendix III (VT 001 306) which contains five position papers used by the Panel, and a summary of the report (VT 001 765). (EM)

VT 005 455 ED 019 501
Bishop, C.E.; Tolley, G.S.
Education for A Changing World of Work, Report of the Panel of Consultants on Vocational Education. Appendix II, Manpower in Farming and Related Occupations.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.85
OE-80025
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.35).
Pub Date - 63 55p.

*AGRICULTURAL EDUCATION; *AGRICULTURAL OCCUPATIONS; FARM OCCUPATIONS; OFF FARM AGRICULTURAL OCCUPATIONS; *TECHNOLOGICAL ADVANCEMENT; STUDENT ENROLLMENT; *AGRICULTURAL TRENDS; MANPOWER DEVELOPMENT; VOCATIONAL AGRICULTURE; *EMPLOYMENT TRENDS; RURAL AREAS; FARM LABOR SUPPLY; EMPLOYMENT OPPORTUNITIES; POPULATION TRENDS; VOCATIONAL FOLLOWUP
PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION

The effects of economic progress on the structures of agriculture, the amount and quality of human resources employed in farming and related occupations, and educational implications of agricultural changes are reported. Mechanical, biological, and chemical changes in agricultural technology, which provided incentives to increase the size of the farm firm and to decrease the amount of labor used in relation to capital and land in farm production, improved production faster than the demand for agricultural products which resulted in downward price trends. The number of farms decreased 36 percent between 1940 and 1960. A low demand for farm labor is reflected by a low hourly return compared with other employment. Projections indicate that less than one-fourth of the farm population who were between 5 and 14 years old in 1960 would remain in this population in 1980. Migration from farms is projected to be approximately 6.4 million persons in the 1960's if present employment and earnings conditions remain stable. Although agricultural related occupations in supply, marketing, or processing establishments have provided employment for some labor released from farming, more nonfarm employment and training for it are needed. Some educational implications are: (1) More highly trained farmers with managerial ability are needed, (2) Agricultural curriculums should reflect technological and occupational changes, and (3) Enrollment patterns should reflect the current occupational structure. The complete report is available as VT 005 454, a summary as VT 001 796, and other appendixes as VT 001 306 and VT 005 456. (EM)

VT 005 456　　ED 019 502
Emerson, Lynn A.
Education for A Changing World of Work, Report of the Panel of Consultants on Vocational Education. Appendix I, Technical Training in the United States.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$9.25
OE-80022
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280--80022, $1.25).
Pub Date - 63 183p.

*TECHNICAL EDUCATION; TASK PERFORMANCE; *TECHNICAL OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; *STUDENT ENROLLMENT; ENROLLMENT TRENDS; EDUCATIONAL PROGRAMS; PROGRAM DESCRIPTIONS; *CURRICULUM; CURRICULUM PROBLEMS; EDUCATIONAL RESEARCH; GUIDELINES; FEDERAL LAWS; CORRESPONDENCE STUDY; JOB TRAINING; INDUSTRY; MILITARY TRAINING; TECHNICAL INSTITUTES; COMMUNITY COLLEGES; AREA VOCATIONAL SCHOOLS; HIGH SCHOOLS; PART TIME STUDENTS; EVENING STUDENTS
PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION

This report deals with technical education and the part it plays in providing trained technicians and other technical workers for American industry. Rapid technological change is increasing the proportion of both male and female semiprofessional technical workers in industry, agriculture, business, medicine, and health. The geographic mobility of industry has widened the distribution of such workers and thereby increased the demand on technical education in various regions. Although some projections indicated an annual need for 67,800 technicians by 1970, another based on a 2 to 1 ratio between technicians and engineers, indicated an annual need for 200,000. Technicians are educated by correspondence and in many settings such as military technical schools, private and public schools and colleges, company training programs, vocational-technical schools, and technical institutes. The projected potential post-secondary technical education enrollment for 1970 is 590,000 full-time students. The 140,000 new workers needed to be trained annually in educational institutions will require an enrollment of some 390,000 full-time students, with an entering group each year of 240,000. Present full-time training program enrollments are estimated to be 60,000 students--far short of the needs. The overall cost of a program that will meet the needs as outlined in this report would amount to about $1.5 billion for plant and equipment for full-time students in post-secondary institutions and about $300 million for annual operating costs. The total cost would be shared by local, state, and federal governments. Programs, enrollments, research needs, and the impact of National Defense Education Act, Title VIII are reviewed. Extensive conclusions, recommendations, and issues are included. The complete report is available as VT 005 454, a summary as VT 001 796, and other appendixes as VT 005 455 and VT 001 306. (EM)

VT 005 543
A Study of Volunteer Firemen Training in the State of Utah. Final Report.

Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.　　OEG-4-7-063046-1612　　08
BR-6-3046
Pub Date - Mar68 86p.

*FIRE FIGHTERS; *VOLUNTEER TRAINING; *INSERVICE PROGRAMS; *FIRE SCIENCE EDUCATION; PROGRAM IMPROVEMENT; ADULT VOCATIONAL EDUCATION; TRADE AND INDUSTRIAL EDUCATION; NATIONAL SURVEYS; PROGRAM DESCRIPTIONS; QUESTIONNAIRES; ITINERANT CLINICS
UTAH

The development of a training program for Utah volunteer fire departments which would most economically and effectively utilize the best fire training methods and procedures presently available was the basic purpose of this study. The specific objectives were to ascertain the scope of volunteer fire department training programs as they presently exist in Utah and other states, to indicate those areas which need improvement in Utah, and to suggest solutions to problems uncovered in the study. Information was sought through a survey of states, personal interviews and observations, the use of an advisory panel, questionnaires to individual fire chiefs, library materials and the use of a rating committee. Recommendations include: (1) the construction of a permanent state fire college, (2) the enlargement of the state instructional staff, (3) the development of a concentrated, state-coordinated program of public relations and a complete set of forms and procedures, (4) subjection of the volunteer fire departments to the supervision of the local governing bodies, and (5) additional research in the possible implementation of a 2-year associate degree program with appropriate teaching aides, training followup, and objective rating systems to grade fire departments. (HC)

VT 005 633
JATC Handbook; A Guide to Joint Management-Labor Area-Wide Apprenticeship and Training Committees.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 62 26p.

ADULT VOCATIONAL EDUCATION; *COMMITTEES; DIRECTORIES; SKILLED OCCUPATIONS; *TRADE AND INDUSTRIAL EDUCATION; *GUIDELINES; *PROGRAM ADMINISTRATION; PROGRAM DEVELOPMENT; *APPRENTICESHIPS
JATC; JOINT LABOR MANAGEMENT APPRENTICESHIP AND TRAINING COMMITTEES

The key to successful area-wide apprenticeship training is the joint apprenticeship and training committee. This committee, equally representative of management and labor, is established to carry out the development and administration of apprenticeship and journeyman training training programs. Major functions of the joint apprenticeship and training committee include selection of apprentices, supervision of comprehensive on-the-job training experience and related instruction, and control of apprenticeship agreements and registration. Guidelines for these functions and others are given in this booklet. Also given are directories of state and regional apprenticeship agencies and national joint apprenticeship committees. (HC)

VT 005 726　　ED 019 524
Ford Foundation Grants in Vocational Education.

Ford Foundation, New York, N.Y.
EDRS PRICE MF-$0.25 HC-$1.90

Ford Foundation, Office of Reports, 477 Madison Avenue, New York, New York 10022.
Pub Date - 67 36p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; PILOT PROJECTS; RESEARCH PROJECTS; *CURRICULUM RESEARCH; TEACHER EDUCATION; WORK STUDY PROGRAMS; COLLEGES; HIGH SCHOOLS; POST SECONDARY EDUCATION; ADULT EDUCATION; DROPOUT PREVENTION; INDUSTRIAL ARTS; VOCATIONAL EDUCATION TEACHERS; *FOUNDATION PROGRAMS; GRANTS; GRAPHIC ARTS
*FORD FOUNDATION

In assisting efforts toward quality vocational and technical education, the Ford Foundation has made grants to educational institutions and research organizations with the view that vocational education is an integral part of education, particularly at all levels of secondary and post-secondary education, and the improvement of vocational and technical education is the responsibility of all educators, academic and general, as well as vocational. Descriptions of pilot programs and experiments include (1) nine in curriculum improvement, (2) four in research, development, and information, (3) four in vocational-technical teacher training, and (4) 13 in cooperative wokk-study education. Representative examples include: (1) a program to determine which approach in vocational education works best in motivating recent dropouts to finish high school, (2) a program to develop truly comprehensive secondary schools that offer vocational and technical subjects as electives in the same way as academic subjects, (3) the establishment of a curriculum center to concentrate on continuing research designed to improve and update engineering technological education, and (4) a 4-year program designed to prepare academic and technical teachers for technological education, and (4) a 4-year program designed to prepare academic and technical teachers for 2-year programs at junior colleges, community colleges, technical institutes, and similar institutions. (PS)

VT 005 800 ED 020 443
ES '70 News. Volume 1, No. 1.

Shelley (E.F.) and Company, New York, N.Y.
EDRS PRICE MF-$0.25 HC-$0.50
E.F. Shelley and Company, 866 United Nations Plaza, New York, New York 10017.
Pub Date - May68 8p.

PROGRAM ADMINISTRATION; *ADMINISTRATIVE ORGANIZATION; PROGRAM DEVELOPMENT; *HIGH SCHOOL CURRICULUM; CURRICULUM DEVELOPMENT; *EXPERIMENTAL CURRICULUM; *INDIVIDUALIZED PROGRAMS; *INTEGRATED CURRICULUM; SYSTEMS DEVELOPMENT; NETWORKS; SCHOOL DISTRICTS
*EDUCATIONAL SYSTEM FOR THE SEVENTIES; ES 70

Now consisting of 17 schools, the Educational System for the Seventies (ES '70) network was formed in May 1967 to devise and execute a program for developing a new comprehensive secondary school curriculum and organization which (1) provides an individualized education for each study, (2) is highly relevant to the adult roles which he will play, (3) is economically practical within available public resources, (4) is based on behavioral and related sciences, (5) employs suitable systems of school organization, (6) utilizes appropriate educationally oriented technology, (7) is locally planned and directed, (8) is nationally coordinated, (9) is financed by federal, state, and local funds, and (10) is designed for ultimate availability to all school systems. The role of the local school district is (1) generating educational policy, (2) establishing the validity of ES '70 proposals and products, (3) providing the force implementation and demonstration, (4) providing information on which revisions and evaluations may be made, and and (5) acting as a model for demonstration and dissemination of proven design and practice. The role of the states, elements of the program, and ES '70 information system, news from the network, and a report from Monroe, Michigan, on developing a high school facility as a model for other ES '70 network schools are included. (MM)

VT 005 801 ED 020 444
ES '70 News. Volume 1, No. 2.

Shelley (E.F.) and Company, New York, N.Y.
EDRS PRICE MF-$0.25 HC-$0.50
E.F. Shelley and Company, 866 United Nations Plaza, New York, New York 10017.
Pub Date - Jun68 8p.

EDUCATIONAL RESEARCH; *PROGRAM COORDINATION; CURRICULUM DEVELOPMENT; TEACHER EDUCATION; *INTEGRATED CURRICULUM; *INDIVIDUALIZED PROGRAMS; *EXPERIMENTAL CURRICULUM; *HIGH SCHOOL CURRICULUM; SCHOOL DISTRICTS; NETWORKS; MEETINGS
*EDUCATIONAL SYSTEM FOR THE SEVENTIES; ES 70; ORGANIC CURRICULUM

Specifics of implementing the objectives of the Educational System for the Seventies (ES '70) program to relate education to the needs of American youth, clarifying the structure of the ES '70 network, and charting the broad direction of the long-range activities of the participants were the primary subjects for review at the second annual meeting of the ES '70 network in San Mateo, California, May 23 and 24, 1968. Superintendents of the 17 participating local school districts reported to the 150 participants of their district activities for the year. The program also included (1) university speakers in the areas of curriculum development, research on role analysis of teachers, cost of effectiveness, and computer applications to student instruction and guidance, (2) a discussion of industry involvement, (3) a review of the New Orleans conference held in March, and (4) a reaction panel on the roles of the local school districts, the state educational departments, and of industry in relation to ES '70. Briefly reviewed are (1) the Study of Curriculum for Occupational Preparation and Education (SCOPE) program at Rutgers, (2) the continuous curriculum in Nova Schools, Fort Lauderdale, Florida, (3) the Atlanta school system's work on a student-oriented secondary curriculum, and (4) the triple T project to encourage elementary and secondary schools and institutions of higher education to work together to improve the "training of teachers." (MM)

VT 005 862 ED 021 136
Loveless, Austin G.; Holmes, Carl
Opinion of Educators on Block-Time Vocational Business and Office Practice Classes. Final Report.

Utah Research Coordinating Unit for Vocational Education, Salt Lake City
EDRS PRICE MF-$0.25 HC-$1.10 OEG-4-7-063046-1612 08
BR-6-3046
Pub Date - 68 20p.

*TIME BLOCKS; *BUSINESS EDUCATION; OFFICE PRACTICE; *TEACHER ATTITUDES; *STATE SURVEYS; QUESTIONNAIRES; *PROGRAM ATTITUDES; HIGH SCHOOLS
UTAH

Opinionnaires were distributed to 478 business and office practice teachers, counselors, principals, vocational directors, and superintendents concerned with business and office practice programs in Utah high schools to ascertain their opinions concerning the advantages and disadvantages of two-period block classes compared to two one-period classes not taught consecutively in covering equivalent course material. A total of 295, or 58 percent, usable opinionnaires were returned and tabulated. A majority of respondents agreed that by using the two-period block (1) more material can be taught, (2) related subject correlation is better, (3) more flexibility is permitted, (4) student achievement is higher, (5) individualized instruction is better, (6) vocational counseling is improved, and (7) more usable working time is provided. It was concluded that the two-period block even though it presents some scheduling problems, is superior to the one-period block as a method of teaching vocational business classes. (PS)

VT 005 996   ED 023 840
Vocational and Technical Education.

Education Commission of the States, Denver, Colo.
EDRS PRICE MF-$0.25 HC-$2.50
Compact; v2 n3 pp1-44 June 1968
Pub Date - Jun68 48p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *PROGRAM PROPOSALS; *EDUCATIONAL PROBLEMS; PROGRAM IMPROVEMENT; FEDERAL LEGISLATION; FEDERAL LAWS; FEDERAL AID; EDUCATIONAL INNOVATION; STATE PROGRAMS; JUNIOR COLLEGES; EDUCATIONAL OBJECTIVES; URBAN EDUCATION; MANPOWER NEEDS; EXPENDITURES; INDUSTRY; BUSINESS; ECONOMICALLY DISADVANTAGED

Volume 2, Issue 3 of "Compact" was designed to call to the attention of state political and educational leaders the problems and potential of vocational-technical education and to offer some suggestions for action. Major content includes: (1) "Education for Twenty-First Century Employment," by Wayne Morse, (2) "Pending Federal Legislation Encourages Vocational Innovation," by Grant Venn, (3) "Vocational Education in Federal Legislation: A Summary," (4) "Crisis in Vocational Leadership," by Lowell Burkett, (5) "The Governors Support Vocational Legislation," by Calvin Rampton, (6) "Proposals for State Action in Occupational Education," (7) "Voluntary Quality Control for Vocational-Technical Schools," by Frank Dickey, (8) "Occupational Education, Middle Manpower and the Junior College," by Norman C. Harris, (9) "Rhode Island Pioneers Coordinated Approach, (10) "The Manpower Mission of the Public Schools," by Marvin Feldman, (11) "Is Vocational Education for the Poor?" by Philip Lerman, (12) "Pennsylvania's Scheme Offers New Hope for Slum Dwellers," (13) "The Urban Education Context," by John Volpe, (14) "Changing Industrial Needs and Job Training," by Charles DeCarlo, (15) "What Is the Responsibility of Business in Modernizing Education?" and (16) "The Private Sector in Vocational Education," by Charles Percy. Tables reflect federal allotments to states for vocational education in fiscal year 1968 and total expenditures for vocational education by each state in fiscal year 1965. (DM)

VT 006 151
Hamlin, H.M. And Others
New Designs in Vocational, Technical, and Practical Arts Education in the Public Schools.

American Vocational Association, Inc., Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar68 48p.

*EDUCATIONAL CHANGE; *EDUCATIONAL INNOVATION; *VOCATIONAL EDUCATION; STATE PROGRAMS; NATIONAL SURVEYS; EDUCATIONAL IMPROVEMENT; *TECHNICAL EDUCATION; *PRACTICAL ARTS; PROGRAM DEVELOPMENT

A project to summarize and publicize new developments in vocational, technical, and practical arts education was authorized by the American Vocational Association in December 1963. Information on federally-aided programs of vocational and technical education in local public schools, public area schools, and supportive services in various state agencies and institutions is given. Local and state innovations are briefly described under these headings: (1) Policy, Policy-Making, and Planning, (2) Objectives and Evaluation, (3) Definition and Needs of the Clientele, (4) Organization and Administration, (5) Revision of Programs and, Procedures, (6) Provisions for Personnel, (7) New Funds and Facilities, (8) Research and Development, and (9) Public Information and Relationships. Excerpts and annotations from state and local reports describe progress and activities in the several states. (EM)

VT 006 156   ED 023 843
Education and Training; Learning for Jobs, 6th Annual Report of the Department of Health, Education, and Welfare to the Congress on Training Activities under the Manpower Development and Training Act.

Department of Health, Education, and Welfare, Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.   OE-87020-68
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.287:87020-68, $.60).
Pub Date - Apr68 102p.

*ADULT VOCATIONAL EDUCATION; *FEDERAL PROGRAMS; PROGRAM DESCRIPTIONS; PROGRAM IMPROVEMENT; *PROGRAM EVALUATION; PARTICIPANT CHARACTERISTICS; BUSINESS CYCLES; EXPERIMENTAL PROGRAMS; EDUCATIONAL INNOVATION; MANPOWER NEEDS; ECONOMIC FACTORS; STUDENTS; TEACHERS; EDUCATIONAL TECHNIQUES; EDUCATIONAL OBJECTIVES; PROGRAM ADMINISTRATION; OCCUPATIONS; GUIDANCE; PREVOCATIONAL EDUCATION
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

This report, required by section 233 of the Manpower Development and Training Act, opens with the chapter, "Adapting to Economic Change," which comments on major program changes during 1967, all of which relate to increasing the proportion of hard-core unemployed in the program. The chapters, "The Range of Training," and "The Means of Training," discuss the variety of skills taught, educational offerings, supportive services, personnel developments, teaching methods and materials, and equipment and facilities for manpower training. "National Programs and Services" reviews programs for Redevelopment Area Residents and the increasing proportion of training being conducted under national contracts with employer, trade, or nonprofit groups. The manpower program's contribution to development of improved training methods and the institutional training aspects of experimental and demonstration projects are considered in "Innovations and Experiments." The final chapter is "Evaluating Training." Six recommendations concern (1) resources for effective training of the hard-core disadvantaged, (2) more stable funding, (3) improved staff resources, (4) placement services, (5) medical aid, and (6) extending the National Manpower Advisory Committee's functions. Statistical tables, the "Report of the Advisory Council on Vocational Education," and a list of national contractors are in the appendixes. (ET)

VT 006 172   ED 023 844
Stevenson, Bill
The Role of Vocational-Technical Education in the University.

EDRS PRICE MF-$0.25 HC-$0.65
Pub Date - 11p.

ORGANIZATION; *RELATIONSHIP; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; UNIVERSITY ADMINISTRATION; *TEACHER EDUCATION; EDUCATIONAL RESEARCH; *UNIVERSITIES; SCHOOL INDUSTRY RELATIONSHIP; PUBLIC SCHOOLS; STATE

DEPARTMENTS OF EDUCATION; EDUCATIONAL NEEDS; *TECHNICAL INSTITUTES
OKLAHOMA STATE UNIVERSITY

A council of Oklahoma representatives of vocational and technical teacher education, technical institutes, and the vocational research coordinating unit organized to (1) identify and define the role of Oklahoma State University in the field of vocational and technical education, (2) provide a form for exchange of ideas among the vocational-technical services, (3) contribute to the development of a dictionary of terms for vocational and technical education, and (4) identify common research problems and disseminate research findings. This document contains their definition of the role of the Oklahoma State University in vocational education. Four branches of the university which deal with vocational-technical education are discussed. The roles and relationships of teacher education, research, and technical institutes with the technical field, the college of education, public schools and counselors, the state department of vocational education, other vocational-technical departments, research both in the technical field and in the fields of education and vocational education, with business and industry, and with the administration of the university are considered. (FP)

VT 006 271 ED 023 846
Vocational Education Improvement Act Amendments of 1967; Hearings Before the General Subcommittee on Education ...on H.R. 8525 and Related Bills...Held in Washington, D.C. April 12, 13, 17, 1967. Part I.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor
EDRS PRICE MF-$1.25 HC-$15.35
Pub Date - 68 305p. Hearings before the general subcommittee on education on H.R. 8525 and related bills held in Washington, D.C., April 12, 13, 17, 1967.

*VOCATIONAL EDUCATION; *FEDERAL LEGISLATION; FINANCIAL SUPPORT; PROGRAM DESCRIPTIONS; *ECONOMIC FACTORS; EDUCATIONAL FINANCE; EDUCATIONAL FACILITIES; *EDUCATIONAL POLICY; WORK STUDY PROGRAMS; *OPINIONS
*VOCATIONAL EDUCATION IMPROVEMENT ACT AMENDMENTS OF 1967

Testimony relative to the Vocational Education Improvement Act Amendments of 1967 as given in three committee sessions is presented in the form of verbatim oral questions and answers, prepared statements, letters, and supplemental materials. Major prepared statements were by (1) Harold Howe II, (2) Grant Venn, (3) The Division of Adult and Vocational Research, U.S. Office of Education, (4) the Division of Vocational Education, New Jersey, (5) Bruce F. Davie, (6) Lowell A. Burkett, (7) Burl R. Shoemaker, (8) Philip W. Seagren, (9) George Brandon, (10) Catherine T. Dennis, (11) Everett P. Hilton, (12) Division of Vocational Education, Ohio, (13) Kermit C. Morrissey, (14) Frederic S. Cushing, and (15) the National Education Association. The text of H.R. 8525 and a summary are provided. Major sections of this bill deal with (1) increased authorization of funds, (2) exemplary and innovative programs and projects, (3) work study programs, (4) residential vocational education schools, (5) teacher fellowship and exchange programs. Other hearings on this same legislation are reported in VT 006 272 and VT 006 273. (EM)

VT 006 272 ED 023 847
Vocational Education Improvement Act Amendments of 1967; Hearings Before the General Subcommittee on Education...on H.R. 8525 and Related Bills...Held in Los Angeles, Calif., April 22; Chicago, Ill., April 28; South Bend, Ind., April 29, 1967. Part 2.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor
EDRS PRICE MF-$2.00 HC-$25.95
Pub Date - 68 517p. Hearings before General Subcommittee on Education on H.R. 8525 and related bills (Los Angeles, April 22; Chicago, April 28; South Bend, Ind., April 29, 1967).

*VOCATIONAL EDUCATION; *FEDERAL LEGISLATION; *PROGRAM DESCRIPTIONS; *OPINIONS; EDUCATIONAL FINANCE; ECONOMIC FACTORS; *EDUCATIONAL POLICY; WORK STUDY PROGRAMS; STUDENT ENROLLMENT; FEDERAL AID
*VOCATIONAL EDUCATION IMPROVEMENT ACT AMENDMENTS OF 1967

Testimony relative to the Vocational Education Improvement Act Amendments of 1967 as given in three committee sessions is presented in the form of verbatim oral questions and answers, prepared statements, letters, and supplemental materials. Major prepared statements were by (1) Lee W. Ralston, (2) Margaret L. Crawford, (3) David Allen, (4) William McCann, (5) Glen Guldberg, (6) Joseph H. Stephenson, (7) Ronald Regan, (8) The Regional Conference on Education, Training and Employment, (9) Seymour L. Wolfbein, (10) Samuel C. Kelly, (11) Joseph E. Casey, (12) John A. Sessions, (13) Eli Cohen, (14) Frank J. Dressler, (15) Gerald Leighbody, (16) George Brandon, (17) The Research Council of the Great Cities Program for School Improvement, (18) Samuel C. Bernstein, and (19) Eldon E. Ruff. The Chicago session included testimony from students at local vocational schools. The appendix contains other letters and statements relative to the amendments and vocational education. Also included is "Automation and Technology in Education, A Report of the Subcommittee on Economic Progress of the Joint Economic Committee, Congress of the United States," August 1966. Other hearings on the same legislation are reported in VT 006 271 and VT 006 273. (EM)

VT 006 273 ED 023 848
Vocational Education Improvement Act Amendments of 1967; Hearings Before the General Subcommittee on Education...on H.R. 8525 and Related Bills...Held in Washington, D.C., January 31 and February 1, 1968. Part 3.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor
EDRS PRICE MF-$0.50 HC-$6.00
Pub Date - 68 118p. Hearings before the General Subcommittee on Education on H.R. 8525 and related bills (Washington, D.C., January 31, and February 1, 1968).

*VOCATIONAL EDUCATION; *FEDERAL LEGISLATION; *PROGRAM DESCRIPTIONS; *EDUCATIONAL POLICY; OPINIONS; *SOCIAL PROBLEMS
PROJECT ABLE; *VOCATIONAL EDUCATION IMPROVEMENT ACT AMENDMENTS OF 1967

Testimony relative to the Vocational Education Improvement Act Amendments of 1967 as given in two committee sessions is presented in the form of verbatim oral questions and answers and prepared statements. Major prepared statements were by (1) Leon M. Lessinger, (2) Maurice J. Daly, (3) Beatrice Pressley, (4) Jacob J. Kaufman, and (5) Leon P. Minnear. The latter includes "Changing the Contexts in Which Occupational Education Takes Place, A Report by the Task Force on Vocational-Technical Education to the Education Commission of the States, With Proposals for Consideration by Each of the Fifty States." Other hearings on this same legislation are reported in VT 006 271 and VT 006 272. (EM)

VT 006 457
Pursuit of Excellence. Mississippi's Comprehensive Vocational and Technical Training Program.

Mississippi Agricultural and Industrial Board, Jackson
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 59p.

*VOCATIONAL EDUCATION; *PROGRAM DESCRIPTIONS; JUNIOR COLLEGES; ADULT VOCATIONAL EDUCATION; SECONDARY SCHOOLS; STATE PROGRAMS; GOVERNING BOARDS
MISSISSIPPI

The purposes of this document are (1) to provide industrialists with information about vocational and technical training programs oriented toward employment purposes, and (2) to inform those interested in industrial employment where to enroll for training to meet their needs. The state's 82 counties are divided into 17 public junior college districts in which state funds provided on a 50-50 matching basis with local funds have provided 17 new vocational and technical training centers as of 1967. Over 39,000 students are enrolled in some phase of vocational or technical education throughout the state. There were 52 different types of vocational and technical education courses offered at the junior college level in the 1966-67 school year. (MM)

VT 006 719 ED 023 872
Uxer, John E.
The Function and Status by 1980 of Vocational Education in the Thirteenth and Fourteenth Years. Work Project No. 14.

New Mexico Research Coordinating Unit, Santa Fe
New Mexico State Advisory Committee on Designing Education for the Future
EDRS PRICE MF-$0.50 HC-$3.15
Pub Date - Jul68 61p.

*POST SECONDARY EDUCATION; *AREA VOCATIONAL SCHOOLS; *EDUCATIONAL TRENDS; *VOCATIONAL EDUCATION; STUDENT ENROLLMENT; ENROLLMENT PROJECTIONS; FINANCIAL SUPPORT; VOCATIONAL EDUCATION TEACHERS; INSERVICE TEACHER EDUCATION; STATE SURVEYS; CURRICULUM

To determine the function and status of post-secondary vocational education, a literature review and nine-state survey were used in projecting the post-secondary educational needs and trends in New Mexico for 1980. Data indicated: (1) Vocational schools had a mean beginning enrollment of 192 with a projected growth of 411 by 1966, (2) The average vocational school surveyed had been in operation 3.7 years and its enrollment had grown by 69.4 students per year, (3) 0.3 percent of the present total population was enrolled in area vocational schools, (4) The mean ninth through 12th grade enrollment in area vocational districts was 6,427, (5) The mean distance of the area vocational schools from the nearest similar institution was 61 miles, (6) Just under one-half of the area vocational school teachers had earned no degree, and (7) The median cost per student was $1,000. Projections to the year 1980 revealed: (1) three levels of vocational education instruction of pre-vocational, manipulative skill and sub-professional, (2) integration of pre-vocational education in secondary schools, (3) 95 percent of the population residing within 75 miles of area vocational schools offering manipulative skill and sub-professional instruction, (4) inservice training programs for upgrading of instructors, (5) broader scope of curricular offerings, and (6) financing at a higher level with federal funds. (DM)

VT 006 774 ED 023 876
Essentials of an Acceptable School for Inhalation Therapy Technicians.

American Medical Association, Chicago, Ill. Council on Medical Education
American Society of Anesthesiologists, Park Ridge, Ill.
American College of Chest Physicians, Chicago, Ill.
EDRS PRICE MF-$0.25 HC-$0.20
Pub Date Dec67 2p.

*HEALTH OCCUPATIONS EDUCATION; *INHALATION THERAPISTS; *ACCREDITATION (INSTITUTIONS); CURRICULUM; MEDICAL ASSOCIATIONS; *STANDARDS

Prepared by the Council with the cooperation of the Society of Anesthesiologists, the Society of Chest Physicians, and the American Association for Inhalation Therapy, the standards are intended for informing of physicians, hospitals, and prospective students and for the protecting of the public. Twenty-two standards are organized under the headings of Administration, Faculty, Facilities, Requirements for Admission, Health, Curriculum, Ethics, and Admission to the Approved List. A basic curriculum of 1,800 clock hours of instruction includes: (1) the applied sciences of anatomy, microbiology, chemistry, pathology, pharmacology, physiology, and physics, (2) procedures in gas analysis, airway management, administration of oxygen and other gases, humidification, ventilation, resuscitation, lung physiology, spirometry, and equipment maintenance, (3) clinical applications in emergencies, medicine, obstetrics, pediatrics, general and thoracic surgery, neurosurgery, and pulmonary function, (4) ethics and administration, (5) nursing arts, and (6) clinical practice. (JK)

VT 006 801 ED 023 877
Warren, Hugh
Vocational and Technical Education; A Comparative Study of Present Practice and Future Trends in Ten Countries. Monographs on Education-6.

United Nations Educational, Scientific and Cultural Organization, Paris (France)
DOCUMENT NOT AVAILABLE FROM EDRS.
Sales Section, Publishing Services, United Nations, New York, N.Y. 10017 ($4.00).
Pub Date - 67 220p.

COMPARATIVE ANALYSIS; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *FOREIGN COUNTRIES; *EDUCATIONAL TRENDS; PROGRAM DESCRIPTIONS; NATIONAL PROGRAMS; INDUSTRIAL TRAINING; GENERAL EDUCATION; PRIMARY EDUCATION; SECONDARY EDUCATION; ADULT EDUCATION; *CURRICULUM; SKILLED OCCUPATIONS; TECHNICAL OCCUPATIONS; EDUCATIONAL OBJECTIVES
CZECHOSLOVAKIA; FRANCE; GERMANY; ITALY; NETHERLANDS; SWEDEN; UNION OF SOVIET SOCIALIST REPUBLICS; UNITED KINGDOM; YUGOSLAVIA; UNITED STATES

Based on information provided by the United Nations Educational, Scientific and Cultural Organization and the respective countries, this study presents a synoptic review of the educational systems in the United States and nine European countries. Some of the trends common to the 10 countries are the emphasis toward integration of vocational education into the general secondary education system, the possibility of student transfer from technician-training establishments to the technological faculties of universities without having to comply with the traditional university requirements of higher secondary education, and the growing cooperation between industry and education. Specimen programs of study for vocational and technical education in the 10 countries are included in the appendixes. (CH)

VT 006 865
School to Employment Program (STEP); A Manual of Information and Instruction for Preparing an Application for a STEP Program.

New York State Dept. of Education, Albany. Div. of Pupil Personnel Services
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr 68 37p.

VOCATIONAL EDUCATION; STUDENT EMPLOYMENT; *GUIDELINES; *DROPOUT PREVENTION; *WORK STUDY PROGRAMS; DROPOUT PROGRAMS; HIGH SCHOOLS; HIGH SCHOOL STUDENTS; *STATE STANDARDS; STATE PROGRAMS; PROGRAM GUIDES; *PROGRAM PROPOSALS; PROGRAM ADMINISTRATION
NEW YORK; *SCHOOL TO EMPLOYMENT PROGRAM; STEP

Designed for school districts wishing to apply for matching state aid in support of a School to Employment Program (STEP), school districts may also use this guide in developing a program to meet the educational needs of a significant segment of the pupil population. Content includes regulations of STEP and general guidelines and procedures in applying for state aid. Information is included concerning: STEP program objectives, procedure for student selection, curriculum, work experience, instructional and pupil personnel services, physical facilities, orientation, parents, advisory committee, and evaluation and followup. Supplementary material includes an application form, a sample proposal, a special program budget, an annual progress report, and a sample registration card. (DM)

VT 006 911 ED 023 886
Schill, William John
Concurrent Work-Education; Programs in the 50 States, 1965-66.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.70 OEG-1-7-062851-3533 08
BR-6-2851
Pub Date - 112p.

*NATIONAL SURVEYS; COOPERATIVE PROGRAMS; *WORK STUDY PROGRAMS; *VOCATIONAL EDUCATION; PROGRAM DESCRIPTIONS; *COOPERATIVE EDUCATION; *WORK EXPERIENCE PROGRAMS; DISTRIBUTIVE EDUCATION; BUSINESS EDUCATION; TRADE AND INDUSTRIAL EDUCATION; VOCATIONAL AGRICULTURE; PROGRAM ADMINISTRATION; PROGRAM EFFECTIVENESS; HIGH SCHOOLS; POST SECONDARY EDUCATION; STUDENT ENROLLMENT; EXPENDITURES

To describe concurrent work-education programs in each of the 50 states, data were solicited from each state office by personal visit and from individual school districts by mailed questionnaire. Reports made to the U.S. Office of Education by the states and reports made by individual school districts to state offices were utilized. Some findings were: (1) Mode enrollment in distributive education programs was 20 students, with a significant portion of the programs clustered in cities over 50,000, (2) The mode enrollment in business education programs was 18 students with programs concentrated in cities over 50,000 population, (3) The mode enrollment in trade and industrial cooperative programs was 25 students concentrated primarily in industrial centers, (4) Diversified occupations showed no relationship to population density and showed a mode student enrollment of 25, (5) 75 percent of the cooperative agriculture program enrolled 12 or fewer students, (6) There were 2,451 schools with cooperative programs but no work study programs, and 1,823 schools with work study programs and no cooperative programs, and (7) Two-thirds of the schools with cooperative work-education programs had only one offering. Descriptions of student and program characteristics and a bibliography are included. A preliminary draft is available as VT 003 561. (DM)

VT 007 124
Report of an Area-Wide Conference on Occupational Education--A System for Manpower Development (Tucson, Arizona, May 16, 1968).

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 16May68 67p.

*CONFERENCE REPORTS; *VOCATIONAL EDUCATION; *MANPOWER DEVELOPMENT; EDUCATIONAL PLANNING; *MANPOWER NEEDS; SPEECHES; PROGRAM EVALUATION; EMPLOYMENT TRENDS; WORKSHOPS; SCHOOL ROLE; SECONDARY EDUCATION; POST SECONDARY EDUCATION; *SCHOOL INDUSTRY RELATIONSHIP
PIMA COUNTY; ARIZONA; *AREA WIDE CONFERENCE ON OCCUPATIONAL EDUCATION, TUCSON, ARIZONA, MAY 16, 1968

A conference conceived to focus on occupational education as a system for manpower development in Pima County was attended by 113 key employers and administrators in business, industry, and education at Tucson, Arizona, May 16, 1968. Chief considerations of the conference were (1) the manpower needs in Pima County and Arizona, (2) the extent and adequacy of present occupational programs in meeting projected manpower needs, and (3) the implications for future planning, programming, and budgeting in an area-wide system of occupational education. Major speeches were: "Manpower Directions, 1975," by Richard Land, and a keynote address by Sarah Folson. Also reported are a panel discussion concerning the unique role of occupational education in developing manpower, and workshop reports of government and health services, wholesale and retail, services and tourism, manufacturing and mining, financial and real estate, and agriculture. (DM)

VT 007 128 ED 023 890
Thomas, Robert W.
Research and Development in Vocational and Technical Education; Non-Metropolitan Areas; Area Development and Iowa Area Maps. Final Report. Appendix Four.

Iowa State Univ. of Science and Technology, Ames
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$7.05 OE-5-85-108 08
BR-5-0045
Pub Date - Jun68 139p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *SCHOOL DISTRICTS; POST SECONDARY EDUCATION; *AREA VOCATIONAL SCHOOLS; MAPS; RURAL AREAS; *COMMUNITY COLLEGES
IOWA

This appendix to "Research and Development in Vocational and Technical Education for Non-Metropolitan Areas" (VT 007 214) develops a rationale for area development programs under a concept of total education for action, and shows the 16 merged educational areas developed in Iowa over the period 1966-68. To enhance understanding of the composition of the 16 areas, maps of Iowa public school districts by counties are included grouped by area school heading. Other documents in this series related to vocational and technical education in non-metropolitan areas include ED 011 068, ED 011 069, and VT 007 129-VT 007 131. (DM)

VT 007 129 ED 023 891
Thomas, Robert W.
Research and Development in Vocational and Technical Education; Non-Metropolitan Areas; Survey of Reported Research. Final Report, Appendix Three.

Iowa State Univ. of Science and Technology, Ames
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$9.40 OE-5-85-108 08
BR-5-0045
Pub Date - Jun68 186p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *BIBLIOGRAPHIES; *EDUCATIONAL RESEARCH; BOOKS; PUBLICATIONS; *RESEARCH PROJECTS; *OCCUPATIONAL GUIDANCE

The third appendix to "Research and Development in Vocational and Technical Education for Non-Metropolitan Areas" (VT 007 214) contains four major subdivisions: (1) a survey of projects funded by the U.S. Office of Education during 1965 and 1966, (2) a selected bibliography of books listing 329 references on occupational training and career guidance, (3) a selected bibliography of books giving 89 references on vocational and technical education, and (4) articles on vocational-technical education found in indexes and abstracts, dated 1945 to 1965. Related documents of this series are available as VT 007 129-VT 007 131, ED 011 068, and ED 011 069. (DM)

VT 007 130 ED 023 892
Mahlstede, John P.; Thomas, Robert W.
Research and Development in Vocational and Technical Education: Non-Metropolitan Areas; Research Reports. Final Report, Appendix Two.

Iowa State Univ. of Science and Technology, Ames
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.50 HC-$18.00 OE-5-85-108 08
BR-5-0045

Pub Date - Jun68 358p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *RURAL AREAS; *INTERDISCIPLINARY APPROACH; *EDUCATIONAL RESEARCH; DECISION MAKING; HIGH SCHOOL STUDENTS; OCCUPATIONAL ASPIRATION; FAMILY ENVIRONMENT; EMPLOYMENT; MANPOWER NEEDS; AGRICULTURAL OCCUPATIONS; PRODUCTIVITY; PSYCHOLOGY; ADMINISTRATIVE PROBLEMS; SAMPLING
IOWA

This document contains research reports concerning: (1) The Decision Making Process of Iowa Young Adults, (2) Vocational Education and Occupational Aspirations of High School Students With No College Plans, (3) Differential Non-Income Occupational Valuations of Iowa Farm Boys, (4) Interrelationship of Home Environment and Employment, (5) Manpower Requirements and Demand in Agriculture by Regions and Nationally, With Estimation of Vocational Training and Educational Needs and Productivity, (6) The Potential Contribution of Psychology to Interdisciplinary Research in Vocational-Technical Education, (7) An Analysis of Legal and Political Problems and the Strategy Necessary for Implementing Programs Under the Vocational Education Act of 1963, and (8) Collection of Occupational Data by Skill Clusters Using a Sampling Technique. This report is an appendix to VT 007 214. Related documents of this series are available as ED 011 068, ED 011 069, VT 007 131, VT 007 129, and VT 007 128. (DM)

VT 007 131 ED 023 893
Mahlstede, John P.; Thomas, Robert W.
Research and Development in Vocational and Technical Education: Non-Metropolitan Areas; Research Reports. Final Report, Appendix One.

Iowa State Univ. of Science and Technology, Ames
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.00 HC-$12.80 OE-5-85-108 08
BR-5-0045

Pub Date - Jun68 254p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *RURAL AREAS; *INTERDISCIPLINARY APPROACH; *EDUCATIONAL RESEARCH; DECISION MAKING; SCHOOL DISTRICTS; EDUCATIONAL NEEDS; EMPLOYMENT PROBLEMS; DROPOUTS; FAMILY ENVIRONMENT; EMPLOYMENT; MANPOWER NEEDS; AGRICULTURAL OCCUPATIONS; PRODUCTIVITY; TECHNOLOGICAL ADVANCEMENT; PSYCHOLOGY; OCCUPATIONAL CHOICE
IOWA

Eight research projects conducted by different investigators on research and development activities in vocational and technical education for non-metropolitan areas are reported. Report titles are: (1) The Decision Making Process of School Districts Regarding Vocational Education and Training Programs, (2) Occupational Problems and Vocational Training Needs of High School Dropouts From Rural Areas in Iowa, (3) Inter-relationship of Home Environment and Employment, (4) Manpower Requirements and Demand in Agriculture by Regions and Nationally, With Estimation of Vocational Training and Educational Needs and Productivity, (5) Predicting Change in Technology Jobs and Vocational Training Needs in Rural Labor Markets, (6) The Potential Contribution of Psychology to Inter-disciplinary Research in Vocational and Technical Education, (7) Determinants of the Post High School Educational and Occupational Choices of Iowa Farm Boys, and (8) An Analysis of Legal and Political Problems and the Strategy Necessary for Implementing Programs Under the Vocational Education Act of 1963. This report is an appendix to VT 007 214. Related documents are available as ED 011 068, ED 011 069 and VT 007 128-VT 007 130. (DM)

VT 007 237 ED 023 909
The Relationship of ADP Training Curriculum and Methodology in Federal Government. Final Report.

Association for Educational Data Systems, Washington, D.C.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.05 OEC-1-7-071059-3808 24
BR-7-1059

Pub Date - May68 79p.

*ELECTRONIC DATA PROCESSING; *DATA PROCESSING OCCUPATIONS; CONFERENCE REPORTS; COMPUTERS; *FEDERAL GOVERNMENT; GOVERNMENT ROLE; *EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES; *CURRICULUM DEVELOPMENT; MANAGEMENT EDUCATION; EDUCATIONAL PROGRAMS; SYSTEMS ANALYSTS; OCCUPATIONAL INFORMATION; EMPLOYMENT STATISTICS; CURRICULUM

A conference held in Washington, D.C. in May 1967, had as its objective the determination of recommendations for the establishment of an effective and efficient Automatic Data Processing (ADP) training program utilizing new instructional methodologies for computer systems analysts and managers in the federal government. The 45 participants, including subject matter specialists, resource specialists in programed instruction, educational technology manufacturers, ADP training consulting firms, industrial firms, and federal government officials concerned with the administration of ADP programs, attempted to determine behavioral objectives or training development goals and to list the subject matters which should be contained in the training programs. Recommendations of the conference were to develop through a pilot project (1) a methodology to determine who needs training in ADP, (2) a sequential and modular array of subject matter curriculum, and (3) a technique whereby the practitioner or student could diagnose his needs for training. Specific areas discussed include: (1) the environment and need for ADP training and development, (2) ADP training in industry and in higher education, (3) training and development objectives, (4) curricula recommendations, and (5) educational media and ADP training. (MM)

VT 007 438 ED 023 937
Review and Synthesis of Research on the Economics of Vocational Education. Research 16.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.20 OEG-3-7-000158-2037 08
BR-7-0158

Pub Date - Nov68 62p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *ECONOMIC RESEARCH; *EDUCATIONAL BENEFITS; EDUCATIONAL PLANNING; EDUATIONAL RESOURCES; *COST EFFECTIVENESS; MODELS; EVALUATION METHODS; EVALUATIVE CRITERIA; *RESEARCH REVIEWS (PUBLICATIONS); BIBLIOGRAPHIES
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The primary purpose of the publication is to introduce vocational educators and others interested in occupational education to research and writings on the economics of vocational-technical education. Research pertaining to cost-benefit and cost-effectiveness analysis of vocational education and manpower training programs is emphasized. One hundred documents, written primarily by economists, are cited in the publication. Major sections are devoted to a review of research and writings pertaining to the theory and concepts of the economics of education, the methodological and conceptual problems involved in evaluating vocational-technical education programs using cost-benefit and cost-effectiveness models, results of cost benefit and cost effectiveness, studies of public school vocational technical programs and manpower training programs, and the use of followup studies as a means of evaluating vocational-technical education programs. Other sections deal with studies of costs and returns from investment in rural technical schools, investment effects of education in agriculture, and the relationship between vocational education and students' propensity to drop out of school. Writings are cited which critically evaluate the research cited and reviewed. The author's conclusions and recommendations constitute the concluding section of the publication. Of the 100 sources cited, the oldest was published in 1962 and most were published since 1966. (AUTHOR/ET)

CURRICULUM
SECTION

VT 002 801 ED 021 042
Loveless, Austin G.
Survey of Commercial Arts Curriculum. Final Report.

Utah Research Coordinating Unit for Vocational Education, Salt Lake City
EDRS PRICE MF-$0.25 HC-$1.90 OEG-4-7-063046-1612 08
BR-6-3046

Pub Date - 66 36p.

*VOCATIONAL EDUCATION; *COLLEGE CURRICULUM; *POST SECONDARY EDUCATION; SURVEYS; CURRICULUM RESEARCH; ASSOCIATE DEGREES; *PROGRAM DESCRIPTIONS; *COMMERCIAL ART

Seventeen schools throughout the United States were surveyed to determine the nature and type of courses required in post-secondary, nonbaccalaureate degree programs in commercial art and to develop material which would be helpful in planning such a curriculum. The length of the programs varied from 2 years (seven schools) to 5 years (one school). Major differences between programs were a matter of degree rather than a matter of the kinds of course offerings. It was concluded that associate degree programs did not offer the same amount of art training as was offered in 2 years of an art school, private or art schools were generally not in favor of a 2-year commercial art program, and 2-year Utah programs were not as comprehensive as programs in out-of-state private art schools. The information gathered from the schools is presented in descriptive and outline form. (EM)

VT 002 862
Nelson, Orville W.
The American Industry Project: Development and Evaluation.

MF AVAILABE IN VT-ERIC SET.
Pub Date - 67 23p. Prepared for Curric Programs in Action: Their Admin and Evaluation, A Conf Spons by Ctr for Tech Educ, San Francisco St Coll, and Ctr for Studies in Voc and Tech Educ Univ of Wisc, Feb 15-17, 1967.

*INDUSTRY; *PROGRAM DEVELOPMENT; CONCEPT TEACHING; *PROGRAM EVALUATION; *INDUSTRIAL ARTS; HIGH SCHOOLS; *CURRICULUM DEVELOPMENT
AMERICAN INDUSTRY PROJECT

The nature of industrial arts emphasizes the learning of specific processes and techniques as an avenue to prevocational training and the development of a knowledge of industry. This rationale has encountered increasing problems in accounting for the contemporary state of industry. The evolving program of American Industry is based on the approach that concentration upon acquiring concepts, through encounter with specific situations, enhances the possibility of retention, transfer, and application of knowledge to new and different situations. The first-level course in the program, designed for eighth grade students, was taught by 19 teachers during the 1966-67 school year. It gives an overview of the nature of industry and how it operates and introduces the student to the concepts of industry and their interrelationships. The second-level course, for 10th grade students, is being developed with the objective of helping them attain a more sophisticated understanding of the concepts of industry, and a proposed third-level course for 12th grade students will allow them to specialize in one or a related cluster of concepts. The evaluation procedures of the Project were designed to generate descriptive data on the activities of the Project and comparative data related to achieving the objectives of the courses taught in the cooperating secondary schools. Three specific domains of data appear to be the appropriate concern of Project evaluation: (1) ingredients all factors brought to the learning situation, (2) processes, teaching acts, learning activities, and school organization, and (3) products, the student and teacher outcomes such as skills, attitudes, and knowledge. (HC)

VT 002 903
Vocational Industrial and Technical Education. Kentucky Educational Bulletin, v331, no. 8.

Kentucky State Dept. of Education, Frankfort. Div. of Industrial and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul63 73p.

*AREA VOCATIONAL SCHOOLS; *PROGRAM DESCRIPTIONS; *TECHNICAL EDUCATION; PROGRAM ADMINISTRATION; *CURRICULUM; POLICY; TEACHER CERTIFICATION; *TRADE AND INDUSTRIAL EDUCATION; *EMPLOYMENT OPPORTUNITIES
KENTUCKY

Information about admission, attendance, and certification requirements, housing facilities, and instructional programs is presented for the Kentucky Area Vocational-Technical Schools which have the purpose of preparing students for useful employment and increasing the knowledge and skills of employed workers. The schools serve all persons over 16 years of age who may profit from the instruction offered in preemployment, day trade preparatory, part-time and trade extension training programs. These programs of vocational-technical education are not offered in lieu of general academic education but to supplement and enhance it. Programs are administered by legally constituted state and local authorities with established student policies and general regulations. The University of Kentucky offers preservice and inservice teacher training programs to provide professional and technical preparation necessary to meet requirements for the yearly certificates, 4-year certificates, endorsement of regular high school certificates, and yearly special part-time certificates. The directory includes 14 schools which are strategically located in relation to geographic limitations and population centers. Each school offers a variety of courses to provide training for the major occupational fields in which the residents of the area are employed. Some of the 22 programs described are barbering, chef cooking, cosmetology, electronics, masonry, printing, tailoring, and welding. (HC)

VT 003 382 ED 019 465
Fritz, Robert C.
Ceramic Technology--From Potter's Wheel to Nucleation, A Philosophy of Curriculum Analysis to Meet the Needs of the Space Age. A Report of a Doctoral Research Study.

Ohio State Dept. of Education, Columbus. Trade and Industrial Education Service
EDRS PRICE MF-$0.25 HC-$2.75
OSDE-TIES-Research Bull-2
Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($.85).
Pub Date - 63 53p.

*INDUSTRIAL EDUCATION; *CURRICULUM RESEARCH; *CURRICULUM DEVELOPMENT; *CERAMICS
CERAMIC TECHNOLOGY

The objectives of this study were to obtain and establish curricular components from technological research and to project the research into an outline of organized subject matter. The study is limited to an investigation of selected scientific and practical elements of ceramic technology that are recorded as resource references. The data were selected from bibliographical references. The scope and diversity of the ceramics field are shown by its classification of products: (1) structural ceramics, (2) refractories, (3) whitewares, (4) vitreous enamels, (5) glass, (6) abrasives and ceramics tools, (7) cements, lime, and gypsum, and (8) miscellaneous. The subject matter of the derived curricular outline is divided into the following sequential elements: (1) Scientific Research, (2) Analysis of Ceramic Materials and Classifications, (3) Composition and Preparation of Ceramics Materials, (4) Ceramics Processes which includes processing methods, production techniques, elements of ceramic design, and elements of firing and setting, and (5) Tests of Ceramic Materials and Products which includes determining test procedures, applying equipment and instruments, determining test controls, developing adaptable methods and devices, and designing and constructing specialized equipment. A sample curricular unit, "The Problem--Slip Casting," is included. This is a report of a doctoral research study, "Ceramics,Technology--A Technological Research and Curriculum Analaysis, with Implications for Industrial Education," submitted to Ohio State University. The complete study is available as 61-908 for $4.10 on microfilm and for $14.40 as xeroxed copy from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106. (EM)

VT 004 118 ED 021 982
Stiles, Philip G., And Others
Curriculum in Food Handling and Distribution; A Guide for Experimentation in High School and Post High School Vocational Training.

Connecticut Univ., Storrs
Connecticut State Dept. of Education, Hartford
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$8.45 OEC-5-85-112 08
BR-5-0132
Pub Date - May67 167p.

*CURRICULUM DEVELOPMENT; *CURRICULUM GUIDES; *FOOD STORES; MARKETING; MERCHANDISING; *EDUCATIONAL NEEDS; CAREER OPPORTUNITIES; EMPLOYMENT OPPORTUNITIES; PROGRAM GUIDES; CURRICULUM; STATE SURVEYS; *DISTRIBUTIVE EDUCATION; INSTRUCTIONAL MATERIALS; HIGH SCHOOLS; POST SECONDARY EDUCATION; EMPLOYER ATTITUDES; MANPOWER NEEDS; EMPLOYEE ATTITUDES
CONNECTICUT

The project developed an experimental curriculum guide for training persons at the high school and post-high school levels in food handling and distribution. Secondary purposes were to define the needs for vocational programs and the level and type of training needed, and to describe current programs. Data were gathered through interviews with over 200 food industries in Connecticut. Courses and curriculums were obtained from six secondary schools and seven post-secondary schools. Some of the findings were: (1) Over 80 percent of the managers had at least a high school education and over 88 percent were employed part-time while in high school, (2) Over 97 percent of the personnel voiced satisfaction with their work, and about 60 percent saw advancement potential for themselves, (3) The major factors of job dissatisfactions were long hours, lack of qualified help, and customer-coworker-employer aggravations. The proposed 2-year secondary curriculum would include (1) about 75 percent general education, (2) required part-time experience, (3) learning experiences in human relations, (4) a broad knowledge of food products, (5) distribution or selling emphasizing mathematics, merchandising, and marketing. The post-secondary education curriculum should include 15 semester hours of general education, 6-12 hours in food marketing, 3-9 hours in product knowledge, 3-6 hours in human relations, and occupational experience before or during the course. Occupational references and course outlines are included. (MM)

VT 004 377 ED 016 840
Stephenson, Don
The Effectiveness of the Contra Costa College Dental Assisting Program in Preparing Its Graduates for Employment.

Contra Costa Coll., San Pablo, Calif.
EDRS PRICE MF-$0.25 HC-$1.10
Pub Date - 67 20p.

*PROGRAM EFFECTIVENESS; *DENTAL ASSISTANTS; *HEALTH OCCUPATIONS EDUCATION; CURRICULUM; SALARIES; COMMUNITY COLLEGES
*CONTRA COSTA COLLEGE; SAN PABLO; CALIFORNIA

Thirty-two former students replied to a questionnaire in which they were asked to evaluate the importance of duties they were expected to perform as beginning dental assistants and the emphasis placed upon these skills in the classroom. Fifty-eight dentists in the immediate service area returned usable replies to a questionnaire requesting their evaluation of the adequacy of the skills learned and the relative importance of these skills. Some conclusions were: (1) a re-evaluation of the classroom emphasis upon laboratory work is desirable since dentists and assistants agree that laboratory skills are less important than the classroom emphasis would indicate, (2) a re-evaluation of the classroom emphasis upon insurance forms, general bookkeeping, and billing is desirable since dentists and assistants place these skills higher in priority than the reported emphasis in the training program, (3) a re-evaluation of classroom emphasis upon tactful handling of patients is indicated on the basis of weaknesses indicated by the dentists, (4) although dentists desire capable, mature assistants, salaries are not high enough to attract mature and formally trained personnel. (JK)

VT 004 540 ED 018 652
George, William C.
A Study of Farm Mechanics Jobs Taught by Teachers of Vocational Agriculture in Missouri.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-1043, $3.55 microfilm, $12.40 xeroxed).
Pub Date - 64 250p.

*VOCATIONAL AGRICULTURE; VOCATIONAL AGRICULTURE TEACHERS; HIGH SCHOOLS; STATE SURVEYS; *AGRICULTURAL ENGINEERING; *CURRICULUM
MISSOURI

In order to determine what farm mechanics jobs were being taught in Missouri high school vocational agriculture day classes, 175 vocational agriculture teachers during the 1962-63 school year responded to a questionnaire which included 73 farm mechanics jobs in 16 subject matter areas based on a Missouri State Department of Education list. The mean number of periods reported for present programs were (1) farm engines and tractors, 29.4, (2) woodworking, 21.8, (3) machinery, 17.4, (4) arc welding, 17.4, (5) electricity, 14.3, (6) gas welding, 10.6, (7) cold metal, 9.2, (8) forge, 8.9, (9) farm plumbing, 6.5, (10) structures, 5.8, (11) the farm service center, 4.6, (12) farm painting, 4.6, and (13) fencing, 3.4. Suggested changes included increased time in (1) farm engines and tractors, (2) woodworking, (3) machinery, (4) arc welding, (5) gas welding, (6) concrete and masonry, (7) tool sharpening, (8) cold metal, (9) plumbing, (10) service center, (11) painting, (12) soldering, and (13) fencing. Decreases were suggested for time on structures and forge work. Reasons for the changes were varied. Further training in 10 of the 73 jobs was desired by 33 teachers and in 30 jobs by 19 teachers. Reasons for not teaching some jobs included lack of facilities, community needs, or time. This Ed.D. dissertation, was submitted to the University of Missouri. (JM)

VT 004 612 ED 021 057
Mathis, Gilbert L.; Bender, Ralph E.
Managerial Perception and Success in Farming, Final Chapter and Appendices of a Ph.D. Dissertation. Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agricultural Education
EDRS PRICE MF-$0.50 HC-$3.55
Pub Date - Sep66 69p.

YOUNG FARMER EDUCATION; VOCATIONAL AGRICULTURE; *FARMERS; *FARM MANAGEMENT; CURRICULUM DEVELOPMENT; *PERCEPTION; *SELF CONCEPT; *GOAL ORIENTATION; INDIVIDUAL CHARACTERISTICS; EDUCATIONAL RESEARCH; QUESTIONNAIRES; FACTOR ANALYSIS
OHIO

The major purpose of this study was to determine the relationship between young farmers' self perception as entrepreneurs and their monetary and nonmonetary success in farming. Data from 125 questionnaires returned from a sample of 250 selected young farmers located in 35 Ohio counties were tested by factor and multiple regression analysis and analysis of variance. Some findings were: (1) Nine farm management problem areas were identified from the ratings given 43 managerial tasks, (2) Planning and organizing resources, keeping records and accounts, and wise use of time were the concepts most young farmers had of management, (3) Young farmers who rated themselves high as managers were almost one level higher on a farming status scale than those who rated themselves medium or low as managers, and (4) Young farmers with monetary-oriented farm goals had higher farm goal attainment and more farm experience than those with intermediate or nonmonetary-oriented farm goals. Helping decide farm enterprises was rated as the strong part of the vocational agriculture program, and planning family goals was the major weakness. The appendixes list questionnaire forms, intercorrelation tables, and a bibliography. (WB)

VT 004 655 ED 023 812
Educational Planning for an Emerging Occupation; A Summary Report of a Research Project in Electromechanical Technology.

Oklahoma State Univ., Stillwater
EDRS PRICE MF-$0.25 HC-$0.45
Pub Date - 66 7p.

*ELECTROMECHANICAL TECHNOLOGY; *CURRICULUM RESEARCH; *CURRICULUM DESIGN; *TECHNICAL EDUCATION; EDUCATIONAL NEEDS; ELECTROMECHANICAL TECHNICIANS; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT PROJECTIONS; CURRICULUM; OCCUPATIONAL SURVEYS

The first stage of this research project consisted of (1) an in-plant study of electro-mechanical technician occupations to determine what skills and knowledge combinations are required, (2) in-depth interviews with administrative and supervisory personnel in 26 selected industrial organizations geographically distributed from New England to California, and (3) a measure of the quantitative need for technicians with electro-mechanical training through a survey of 93 organizations employing technicians who work with both electrical and mechanical devices and systems. The second stage of the project incorporated known principles of technical curriculum design with the findings of the field study to develop a proposed curriculum providing the unique requirements for the electro-mechanical technician. The curriculum plan differs significantly from any known technical education program and incorporates a number of ideas which resulted directly from the suggestions made by employers. It calls for new combinations of course work, facilities, and instructional procedures that differ in many respects from those in single technology instruction programs. The curriculum is presented as a 2-year program including courses in the areas of electro-mechanics, physics, electricity-electronics, mechanics, math, and general education. (HC)

VT 004 719 ED 020 362
Boucher, Leon William
The Development of a Farm Business Planning and Analysis Instructional Program for Ohio Young Farmers.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-1161 microfilm $3.00, xeroxed copy $8.60).
Pub Date - 64 177p.

*YOUNG FARMER EDUCATION; *FARM MANAGEMENT; *CURRICULUM DEVELOPMENT; PROGRAM PLANNING; *PROGRAM EVALUATION; *PROGRAM DEVELOPMENT; BUSINESS SKILLS
OHIO

In a 3-year action research project, ideas for a farm business instructional program were identified by a pilot group of young farmers and teachers who conducted the program. After 1 year, the program was evaluated through questionnaires and interviews with teachers, young farmers, and agricultural agency personnel involved. Some findings were: (1) The instructional areas identified as important in farm business planning and analysis were farm inventory, farm and family goals, cropping systems, livestock systems, labor, finance, and records, (2) The areas, in order of satisfaction in teaching, were crops, goals, livestock, finance, labor, records, and inventory, (3) The areas, in order of difficulty in teaching were finance, records, labor, livestock, goals, crops, and inventory, (4) The farmers rated the areas in order of value, to them as records, finance, livestock, crops, goals, labor, and inventory, (5) 90 percent of the farmers indicated that women should be enrolled in the instruction while 70 percent of the programs actually enrolled farm wives, (6) 75 percent of the enrollees indicated that they would be willing to pay a course fee, annd (37) The program required more on-farm instruction than other Ohio young and adult farmer programs, This Ph. D. thesis was submitted to the Ohio State University. (WB)

VT 005 550 ED 022 040
Dental Assisting Education in California.

California State Department of Education, Sacramento. Bureau of Industrial Education
California Univ., Los Angeles. Div. of Vocational Education
EDRS PRICE MF-$0.50 HC-$3.15
Pub Date - 68 61p.

*HEALTH OCCUPATIONS EDUCATION; *DENTAL ASSISTANTS; *SCHOOL SURVEYS; MODELS; *CURRICULUM GUIDES; *CURRICULUM; CLINICAL EXPERIENCE; STUDENT TEACHER RATIO; ASSOCIATE DEGREES; ACCREDITATION (INSTITUTIONS)
CALIFORNIA

A survey of 22 dental assisting programs showed an average of 1,124 hours of instruction in dental assisting for 15 four-semester, 955 for three three-semester, and 1,042 for four two-semester programs. The average instructional hours for the four-semester programs were 48 in introduction to dental assisting, 179 in the life sciences, 221 in the physical sciences, 181 in chairside procedures, 146 in dental laboratory procedures, 125 in practice administration, and 224 in supervised practical experience. Hours in general education averaged 479. There were trends toward (1) an increasing emphasis on ethics, professional organization, grooming, terminology, radiography, orthodontic and emergency chairside procedures, laboratory procedures for orthodontic appliances, insurance procedures, dental office and dental school experience, English, typing, speech, and psychology, and (2) a slight decrease in emphasis in time devoted to denture construction. The model associate degree program proposed, based upon survey data, included (1) 32 semester units and a total 1,011 hours in dental assisting courses, (2) 14 to 20 semester units in related business, communication, natural science, and applied psychology courses, and (3) 10 to 19 semester units in general education. Some further recommendations were for (1) introductory clinical experience early in the program, third semester experience in a dental school, clinic, or hospital, and fourth semester experience in private offices, (2) approximate teacher-student ratios of 1 to 16 for dental clinics and 1 to 12 for private offices, and (3) program accreditation by the American Dental Association. (JK)

VT 005 738 ED 023 837
A Program of Curricula Evaluation and Certification Procedure.

American Inst. for Design and Drafting, Birmingham, Mich.
EDRS PRICE MF-$0.25 HC-$0.80
Pub Date - 14p.

*CERTIFICATION; *STANDARDS; *CURRICULUM; CURRICULUM EVALUATION; *DRAFTSMEN; *DESIGNERS; PROFESSIONAL ASSOCIATIONS
AMERICAN INSTITUTE FOR DESIGN AND DRAFTING

The certification procedure which is used by the American Institute for Design and Drafting applies to secondary, post-secondary, and collegiate programs offering occupational education for junior draftsmen, draftsmen, design draftsmen, and engineering designers. The major sections in this report outline: (1) eligibility requirements, (2) curriculum evaluation procedures, (3) curriculum requirements, (4) course descriptions, (5) student admission requirements, (6) certification renewal, and (7) classification of certification and fees. (EM)

VT 005 741
Educational Opportunities for Business and Technical Careers in Agriculture and Biology in the North Carolina Comprehensive Community College System, 1967-1968.

North Carolina State Dept. of Community Colleges, Raleigh. Div. of Vocational-Technical Programs
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep67 12p.

*AGRICULTURAL EDUCATION; *TECHNICAL EDUCATION; *OFF FARM AGRICULTURAL OCCUPATIONS; *PROGRAM DESCRIPTIONS; CAREER OPPORTUNITIES; EDUCATIONAL OPPORTUNITIES; DIRECTORIES
NORTH CAROLINA

The rapid expansion of the off-farm phase of agriculture has brought increasing need for semi-professional workers. Individuals with a good understanding of agriculture who can exercise sound judgment and competently perform activities of selling, servicing, supervising, controlling, evaluating, diagnosing, building, operating, and testing are in short supply. The associate in applied science degree is awarded to graduates of 2-year curriculums in agriculture and biology from the comprehensive community college system. Curriculums available in the various institutions in North Carolina are (1) Agricultural Business Technology, (2) Agricultural Chemicals Technology, (3) Agricultural Equipment Technology, (4) Agricultural Research Technology, (5) Food Processing Technology, (6) Forest Management Technology, (7) Ornamental Horticulture Technology, (8) Poultry and Livestock Technology, (9) Recreation Grounds Management Technology, (10) Soil and Water Conservation Technology, and (11) Veterinary Medical Technology. Information concerning admissions, prerequisites, length of curriculum, cost, financial assistance, placement, and enrollment is listed. Agricultural curriculums available at each of the 14 institutions and a map of the comprehensive community college system are included. (DM)

VT 006 343
Garrett, Pauline G.
Post-Secondary Education in Home Economics.

American Vocational Association, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May67 25p.

*POST SECONDARY EDUCATION; CURRICULUM DESIGN; *OCCUPATIONAL HOME ECONOMICS; ADULT VOCATIONAL EDUCATION; SURVEYS; *CURRICULUM

A survey of State Supervisors was conducted to determine what materials are needed by those who develop occupational home economics curricula on the post-secondary level. The supervisors indicated that home economics education at this level serves (1) youth preparing for wage earning while completing high school graduation requirements, (2) dropouts, (3) high school graduates preparing for employment, (4) homemakers who were re-entering the work force, (5) adults who needed retraining or upgrading, and (6) youth and adults who had academic socioeconomic handicaps. Moreover, most curriculum guidelines proposed that post-secondary education (1) was part of a state-wide plan, (2) prepared for a wide range of occupations, (3) developed employment competency, (4) provided adequate facilities and equipment, and (5) utilized research to undergird and support program development. Post-secondary teachers usually have had courses in general-liberal education, home economics, professional education, and home economics education. Included in this report are: (1) subject matter to be covered in courses and approximate semester hours to develop competency for gainful employment, (2) transfer-credit in the major occupational areas, and (3) guidelines for initiating non degree wage-earning programs to train management aids in low-rent public housing projects, visiting homemakers, companions to the elderly, and child care aids. (FP)

VT 006 525 ED 022 056
Darcy, Robert L.
An Experimental Junior High School Course in Occupational Opportunities and Labor Market Processes.
Final Report.

Ohio University, Athens. Center for Economic Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$2.25 HC-$30.65 OEG-3-6-051203-2080 08
BR-5-1203
Pub Date - Jun68 611p.

*EXPERIMENTAL PROGRAMS ; *EMPLOYMENT; OCCUPATIONS; *CURRICULUM DEVELOPMENT; ECONOMIC OPPORTUNITIES; HIGH SCHOOL STUDENTS; TESTS; HIGH SCHOOLS; CURRICULUM EVALUATION; TEACHING GUIDES; EMPLOYMENT OPPORTUNITIES; COURSE CONTENT; MEASUREMENT INSTRUMENTS; TEXT BOOKS; *INSTRUCTIONAL MATERIALS; EXPERIMENTAL GROUPS; CONTROL GROUPS; HUMAN RESOURCES; ATTITUDE TESTS; *ECONOMICS; MATERIAL DEVELOPMENT; COMPARATIVE ANALYSIS; STUDENT EVALUATION; LABOR MARKET
OHIO

An experimental project was initiated to provide the schools with instructional materials, evaluation instruments and a realistic classroom educational program for bridging the gap between school and work. Some major objectives were to: (1) identify appropriate course content for economic and manpower education; (2) develop instructional materials, and (3) develop evaluation instruments and procedures. Eighth, 9th and 10th grade classes in three school systems within a 75-mile radius of Athens, Ohio were selected for the pilot project. Pre and post tests designed to measure understandings and attitudes were administered to treatment and control groups matched on mental ability and socioeconomic characteristics. Some conclusions were: (1) Eighth graders enrolled in the experimental course increased their test score by 33.4 percent more than the control group, (2) The experimental course did not induce changes in student attitude toward manpower and economic issues, and (3) Students enrolled in the experimental course reflected more interest in school and a lower dropout rate. The appendixes contain 316 pages of textual material, the 140-page teacher manual, and evaluation instruments. (DM)

VT 006 561   ED 023 860
Ryan, T.A.
Summer Institute to Prepare Vocational Educators in Curriculum Development.

Oregon State Univ., Corvallis
Office of Education (DHEW), Washington, D.C.   OEG-4-7-070497-3143   08
EDRS PRICE MF-$1.00 HC-$11.65   BR-7-0497

Pub Date - Jul68 231p.

*SUMMER INSTITUTES; *CURRICULUM DEVELOPMENT; *VOCATIONAL EDUCATION; *VOCATIONAL EDUCATION TEACHERS; *CHANGE AGENTS; EDUCATIONAL INNOVATION; BEHAVIORAL OBJECTIVES; CURRICULUM DESIGN; DECISION MAKING; MODELS
*SUMMER INSTITUTE TO PREPARE VOCATIONAL EDUCATORS IN CURRICULUM DEVELOPMENT, CORVALLIS, OREGON, JUNE 19-JULY 24, 1967

A 4-week institute to prepare vocational educators in leadership positions for a change agent role in vocational education curriculum development was held on the Oregon State University campus from June 19 to July 14, 1967. A broad-based approach to the curriculum process was used, implementing an organic curriculum concept and behavioral definition of objectives in a systems approach to curriculum development. Major objectives were to (1) develop greater understanding of curriculum theory and design, (2) increase familiarity with innovative programs and practices, and (3) develop proficiency in using techniques and strategies of a decision model of curriculum development. An enrollment of 30 participants was selected from 130 applications. The program included presentations by the resident faculty, visiting lecturers, assigned readings, field trips, reaction groups, questions and answer sessions, and discussion groups. A task force project developed a guide to vocational education curriculum development. The state director of vocational education and his professional staff participated in program planning, staffing, and operation. Post-institute evaluation indicated achievement of objectives. (DM)

VT 006 799
Hilterbrand, L.R.
Plant Science Information Found in Summaries of Studies in Agricultural Education.

Purdue University, Lafayette, Ind. Dept. of Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov66 14p.

*BIBLIOGRAPHIES; *PLANT SCIENCE; *AGRICULTURAL EDUCATION; *RESEARCH REVIEWS (PUBLICATIONS); AGRICULTURAL COLLEGES; MASTERS THESES; DOCTORAL THESES

Twenty-nine studies related to plant science, found in "Summaries of Studies in Agricultural Education" from 1956 through 1963, are classified into sub-headings of entomology, farm mechanics, field crop management, forages, forestry, horticulture, plant science, and soil improvement and management. This reference was designed by a subject matter specialist primarily for students pursuing research in agricultural education in colleges and universities. (DM)

EMPLOYMENT
AND OCCUPATIONS
SECTION

VT 000 151 ED 023 782
Wright, Elizabeth
Women in the World of Work.

Tennessee Occupational Research and Development Coordinating Unit, Knoxville
EDRS PRICE MF-$0.25 HC-$2.60
Pub Date - May67 50p.

*WORKING WOMEN; BIBLIOGRAPHIES; *LITERATURE REVIEWS; FEMALES; SOCIAL CHANGE; *WOMENS EDUCATION; STATISTICAL DATA; VOCATIONAL EDUCATION; GRAPHS

Economic, social, and cultural changes in American society have contributed to a significant increase in the number of women in the work force. A review of existing literature concerning "women in the world of work" form the basis of this document. Fourteen graphics contribute to the detailed study of statistical data. The review cites descriptions of the forces affecting change, characteristics of women workers, and the psychological, social, and economic factors affecting the decision to work. To supplement the interpretation and reaction to the current literature, a conference of leaders in fields directly concerned with the training and employment of women was conducted. Implications, conclusions, and opinions are included for education, business education, and office occupations, guidance, health, home economics, business and service areas. An 80-item bibliography is included. (FP)

VT 000 556
Parsons, Warren, And Others
The Greenhouse Grower: Analysis of Training Needs and Career Information for Instructional Planning.

Michigan State Univ., East Lansing. Agricultural Education Programs
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 16p.

*ORNAMENTAL HORTICULTURE OCCUPATION; *EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; *PLANTS; *JOB SKILLS; OCCUPATIONAL SURVEYS
DETROIT; MICHIGAN; CLEVELAND; OHIO; CHICAGO; ILLINOIS

Personal interviews were conducted with the managers of 58 of the 64 greenhouses of one acre or more in the Chicago, Cleveland, and Detroit areas to ascertain the nature of production, employee educational needs, and job characteristics. These commercial greenhouses grew at least 59 species of ornamental flowering plants. Geraniums, chrysanthemums, poinsettias, lilies, and azaleas were grown in over half of the greenhouses. Greenhouse managers desired employees who have a high school education and practical work experience and wanted the employees to have a knowledge of plants, operational ability, an understanding of cropping practices, greenhouse management skills, and other less essential competencies. There were employment opportunities for youth and adults as greenhouse helpers and opportunity existed for advancement to managerial positions in the greenhouse industry. (JM)

VT 000 810
Klein, M. Amadeus
Factors Affecting the Work Performance of Licensed Practical Nurses. The League Exchange No. 65.

National League for Nursing, New York, N.Y. Dept. of Practical Nursing Programs
MF AVAILABLE IN VT-ERIC SET.
National League for Nursing, 10 Columbus Circle, New York, New York 10019 ($1.75).
Pub Date - 63 104p.

INDIVIDUAL CHARACTERISTICS; *PRACTICAL NURSES; *TASK PERFORMANCE; *PERFORMANCE FACTORS; ENVIRONMENTAL INFLUENCES; SOCIAL FACTORS; RELIGIOUS FACTORS; CULTURAL FACTORS; JOB SATISFACTION; STATUS; PHYSICAL ENVIRONMENT; INTERPROFESSIONAL RELATIONSHIP; PSYCHOLOGICAL NEEDS; FORCED CHOICE TECHNIQUE; *EMPLOYEE ATTITUDES; RATING SCALES; MASTERS THESES

The purpose of this study was to determine the opinions of selected licensed practical nurses concerning factors which affect their work performance. Seventy nurses who were graduates of one educational program, and were employed for the care of patients at one hospital, sorted 60 cards into five stacks containing factors: (1) eight which affected their work very much, (2) 14, quite a bit, (3) 16, average, (4) 14, very little, and (5) eight, hardly at all. These selections were arbitrarily weighted five, four, three, two, and one in that order. Analysis was made for the entire sample and for three subgroups based on length of experience, intelligence, and state board examination scores. The entire group indicated the rank order for the factors are (1) physical, (2) moral and religious, (3) social, (4) psychological, (5) job satisfaction, (6) work-relationship, (7) role-status, and (8) cultural. Those 20 with I.Q. scores of 110 and above ranked the factors: (1) moral and religious, (2) social, (3) psychological, (4) physical, (5) work-relationship, (6) job satisfaction, (7) cultural, and (8) role-status. Those 20 whose state board examination scores were above 600 ranked the factors: (1) moral and religious, (2) psychological, (3) social, (4) physical, (5) job satisfaction, (6) work-relationship, (7) cultural, and (8) role-status. One implication was that the test instrument could be used as a basic test for an inservice program for licensed practical nurses. This M.S. thesis was submitted to the Catholic University of America. (EM)

VT 000 854
Report of Conference on Women in the Upper Peninsula Economy.

Women's Bureau (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 30p.

*VOCATIONAL EDUCATION; *MANPOWER UTILIZATION; *CONFERENCE REPORTS; *WORKING WOMEN; MANPOWER DEVELOPMENT; EMPLOYER ATTITUDES; *FEMALES; LABOR UNIONS; SOCIAL CHANGE; LABOR LAWS
*CONFERENCE ON WOMEN IN THE UPPER PENINSULA ECONOMY; MICHIGAN

Highlights of addresses, panel discussions, and group reports on ways to develop and utilize the talents and skills of women to improve the economy of the Michigan Upper Peninsula are presented to summarize the conference. The conference, with 50 participants representing organizations concerned with the larger role of women in public and community life, was held at the University Center, Northern Michigan University, Marquette, Michigan, May 16, 1964. Conference presentations were: (1) The Upper Peninsula and Its Economy, and (2) The Changing Status of Women. Panel discussions topics were: (1) Women in The Upper Peninsula Work Force, (2) Training Programs for Women, (3) Counseling and Job Preparation, (4) Protective Legislation for Women Workers, (5) Employers' Attitudes Toward Hiring and Promotion of Women, (6) Organized Labor and the Women Workers, and (7) Women in Public and Community Life. Spokesmen for the employment commission noted that in the Upper Peninsula 22.5 percent of the unemployed were women. Manpower Development and Training Act and Area Redevelopment Act training programs enrolled 1,000 individuals, 240 of which were women. There were approximately 25,000 working women in the Upper Peninsula area or 1 out of 4 worked, while the national average is 1 out of 3 in the work force. Occupational opportunities for women are predominantely clerical, sales, service work, and professional because of the lack of manufacturing industries in the area. Employers seek women workers who are dependable, adaptable, flexible, honest, loyal, discrete, responsible, and who work well with others. Discussion groups recommended a local survey of employer needs, a program to elevate attitudes toward service occupations, the development of training programs for these service occupations, more counseling for young women workers, and improved communications. (FP)

VT 000 866
French, James C., Mills, James G. Jr.
Manpower and Training Needs for Medical and Health Service Occupations in North Carolina.

North Carolina Employment Security Commission, Raleigh. Bureau of Employment Security Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep63 65p.

*OCCUPATIONAL SURVEYS; *HEALTH OCCUPATIONS; STATE SURVEYS; EMPLOYMENT TRENDS; EMPLOYMENT STATISTICS; *MANPOWER NEEDS
NORTH CAROLINA

Estimates of future manpower requirements and training needs for 34 medical and related medi-care occupations were developed from survey information furnished by more than 400 medical and other health service establishments. Employers were contacted during the first quarter of 1963 for information on (1) present employment, (2) current vacancies, (3) anticipated employment to meet future expansion and replacement needs by the end of 1966, and (4) trainee out put by the end of 1966 from on-the-job training and training in affiliated schools. Part one contains information about overall employment trends in the North Carolina medical and health service field, highlights of the survey, and recommendations. Part two presents a summary of statewide survey findings. Part three shows statewide occupational training needs in six areas of the state. The appendix contains information about survey methodology and scope. The employment total of all occupations surveyed was 23,787 in the first quarter of 1963. Estimated training needs by the end of 1966 for 11 occupations comprised more than 90 percent of the total needs for the health service. These occupations with their needs are: Nurse aide, 815, Orderly-Attendant, 440, Practical Nurse, 319, Medical Secretary-Stenographer 280, Ward Clerk, 228, Cook 195, Medical Laboratory Technician, 176, Registered Nurse, 97, Surgical Technician, 82, Medical Technologist, 74, and Assistant Housekeeper, 70. Effective planning and cooperation action is required between employers, staffs of training facilities, educational institutions, and other agencies to help provide an ample supply of workers for the occupations in which the demand is expected to exceed the supply of qualified workers. (PA)

VT 001 082
Manpower Resources of Burnett County, Wisconsin.

Wisconsin State Employment Service, Superior
Wisconsin Univ., Madison, Agricultural Extension Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 77p.

*OCCUPATIONAL SURVEYS; *LABOR FORCE; INDIVIDUAL CHARACTERISTICS; *JOB APPLICANTS; POPULATION TRENDS; EMPLOYMENT TRENDS; *LOW INCOME COUNTIES; RURAL AREAS; *EMPLOYMENT SERVICES
BURNETT COUNTY; WISCONSIN

Temporary employment office services were made available to a remote, rural low-income area to provide employment counseling and placement assistance, to determine manpower and economic resources, and to assist in planning a program of economic development. Data from U.S. Census tables and Unemployment Compensation tables, 1940 to 1960, indicate: (1) a population decline of 19 percent, (2) a labor force decline of 24 percent, (3) an agricultural employment decline of 30 percent, (4) an out-migration of over 50 percent of youth 15 to 25, (5) a median educational attainment of 8.8 grades, (6) an unemployment rate that exceeds 6 percent throughout the year and 9 percent in the winter, and (7) little industrial growth in the last three years. Information from 600 Employment Service applicants indicates: (1) 60 percent were high school graduates or above, (2) 67 percent were between 14 and 44 years of age, (3) 67 percent were unemployed, (4) 87 percent earned less than $3,000 during the last year, (5) 24 percent would commute 30 miles daily, and 79 percent 20 miles daily for work, and (6) the lower the skill level the more willing the applicant was to commute or move. Employers expected an increased employment need of only 70 percent by 1969. Lack of qualified skilled persons was the basic problem of employers in hiring new employees. Recommendations include: (1) More local development groups should be organized, (2) Promotion of the recreation and tourist industry should be accelerated, and (3) The county in conjunction with nearby counties, should promote establishment of vocational training facilities. Statistical data on all applicants are given in the appendix. (EM)

VT 001 085
Manpower Resources of Washburn County, Wisconsin

Wisconsin State Employment Service, Superior
Wisonsin Univ., Madison. Agricultural Extension Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 71p.

*LABOR FORCE; *OCCUPATIONAL SURVEYS; *LOW INCOME COUNTIES; RURAL AREAS; *EMPLOYMENT SERVICES; *EMPLOYMENT OPPORTUNITIES; EMPLOYMENT STATISTICS; POPULATION TRENDS; EMPLOYMENT TRENDS; *JOB APPLICANTS; INDIVIDUAL CHARACTERISTICS
WASHBURN COUNTY; WISCONSIN

A "Smaller Community Temporary Office" was established at Spooner, Wisconsin, as part of a program to extend temporary employment office services to remote, rural low-income areas. Its basic tasks were (1) to provide full-range employment service facilities to the residents and employers, (2) to register and interview all applicants interested in employment, (3) to test and counsel applicants, (4) to survey employers, and (5) to cooperate with other governmental and public organizations in developing plans to improve and stabilize the economic welfare of the county. Washburn County was selected for this program on the basis of its declining population, labor force, and farm employment level as well as its rural, non-industrial status and low median family income. The median age of the county population was 34.2 as compared to 29.4 for Wisconsin. The population and labor force had declined 17.6 percent between 1940 and 1960. Agricultural employment declined from 36.4 percent in 1950 to 21.1 percent in 1960, and presently ranks 59th of 72 counties. Of the persons who registered with the employment office, 107 were fully employed, 57 were underemployed, 294 were unemployed, and 178 were high school seniors. Nearly 70 percent were inexperienced and were classified as entry applicants. Only one-half of the applicants were willing to move out of the area for work and 187 stated that they would commute 20 miles or more. The past annual earning for over 80 percent of the applicants was less than $3,000.00, and 55 percent had worked less than 18 weeks. Employers reported an increase of 76 positions for 1966 with only 54 openings at the time of the survey and additional openings anticipated by 1970. Of the 1,080 employees reported by 59 employers, only 17 were 65 or older. No agricultural or forestry occupations were surveyed. The appendix gives data on primary occupations, total occupational potential, mobility, and industrial experience of all applicants. (EM)

VT 001 124
Fulmer, John L.
Analysis of Occupational Trends in Kentucky From 1950 to 1960 with Projections to 1975.

Kentucky Univ., Lexington, Bureau of Business Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 67p.

*EMPLOYMENT TRENDS; EMPLOYMENT LEVEL; *EMPLOYMENT STATISTICS; *LABOR FORCE; *EMPLOYMENT PROJECTIONS; OCCUPATIONAL CLUSTERS
KENTUCKY

Objectives included the (1) determination of occupational trends for Kentucky for 1950-60 and a comparison of them to the U.S. trends, and (2) preparations of projections of probable yearly demands for different types of skilled, clerical, and technical workers. Only the main occupational categories in the 1950-60 Census of the Population were studied. A basic assumption was that the state's current rate of growth in employment and output of goods and services would not only be sustained but accelerated in the 1970's. The 1965-75 projections indicate an increase of 111,300 (30 percent) white collar jobs and an increase of 76,600 (13 percent) blue collar jobs. An increase of 38,900 (38 percent) in professional and technical jobs, and an increase of 36,600 (31 percent in clerical occupations account for the largest increase in specific white collar groups. The only projected decrease was 18,300 (15 percent) in farm jobs. Trends indicated (1) Occupations in Kentucky had lower percentage increases or higher percentage declines than the national average and (2) Employment shifts from 1950-60 resulted in a net loss of 87,000 jobs for men and a gain of 69,000 jobs for women. (SR)

VT 001 130
What About Data Processing in South Central Wisconsin? Occupational Research Series No. 1.

Wisconsin State Employment Service, Madison
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar65 35p.

*DATA PROCESSING OCCUPATIONS; ELECTRONIC DATA PROCESSING; *OCCUPATIONAL SURVEYS; EDUCATIONAL NEEDS; MANPOWER NEEDS; *EMPLOYMENT TRENDS; *OCCUPATIONAL INFORMATION; *EMPLOYMENT QUALIFICATIONS; SALARIES; BIBLIOGRAPHIES
WISCONSIN

The effects of electronic data processing on employment were studied in March 1965, when 101 South Central Wisconsin government and private establishments were surveyed by mail. Of the 89 percent who responded, 58 percent had data processing occupations and provided usable information. According to the survey, there were 50 electronic data processing systems in operation. Establishments surveyed had ordered 16 more systems to be installed in the next 3 years. The activities, education required, training, monthly earnings, and estimated needs of employers in specific data processing occupations are included for the occupational titles listed in the United States Department of Labor's publication "Occupations in Electronic Data Processing Systems." Findings imply that the supply of qualified workers is increasing, and the opportunities for employment may not be as plentiful as in the past. The few opportunities which will occur will be of the type where advanced level (college or university) training will be a virtual necessity. (PS)

VT 001 162 ED 016 035
Manpower Report of the President and a Report on Manpower Requirements, Resources, Utilization, and Training, by the United States Department of Labor.

President, Washington, D.C.
Department of Labor, Washington, D.C.
EDRS PRICE MF-$1.00 HC NOT AVAILABLE FROM EDRS.
The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.50).
Pub Date - Mar66 245p.

*DISADVANTAGED GROUPS; *MANPOWER UTILIZATION; *YOUTH PROGRAMS; *UNEMPLOYMENT; *EMPLOYMENT TRENDS; LABOR FORCE; AGRICULTURAL LABORERS; EDUCATIONAL PROGRAMS; FEDERAL LAWS; UNEMPLOYMENT INSURANCE; VOCATIONAL EDUCATION; EMPLOYMENT SERVICES; EMPLOYMENT OPPORTUNITIES; POVERTY PROGRAMS; FEDERAL PROGRAMS
MDTA PROGRAMS; JOB CORPS; PROJECT HEAD START; NEIGHBORHOOD YOUTH CORPS; COMMUNITY ACTION PROGRAM; HUMAN RESOURCES DEVELOPMENT PROGRAM; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Highlights of the President's report included (1) In 1965 more than 100,000 persons completed training under the Manpower Development and Training Act, (2) 3 of every 4 were placed in jobs within 90 days of completion of the course, (3) More than 500,000 young men and women were approved for participation in the Neighborhood Youth Corps, (4) Approximately 200 area vocational-technical schools were approved for construction, and (5) 85,000 full-time students were receiving financial assitance to begin or continue vocational training. The Department of Labor report proceeds from an unqualified commitment to the view that full employment opportunity is a proper, practicable, and first-priority national objective. Major sections are (1) Review of Current Developments, (2) Manpower Outlook, (3) Hidden Costs of Unemployment, (4) Unused Manpower Resources and Their Development, (5) Young Workers, and (6) Farmworkers. The need for strengthening training programs for developing and utilizing presently underutilized human resources is emphasized. A statistical appendix is included. For a summary of the report see VT 003 706. (SL)

VT 001 253
North Carolina Study of Manpower Needs in Selected Trade, Finance, Insurance, and Service Industries, 1963-1966.

North Carolina Employment Security Commission, Raleigh. Bureau of Employment Security Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun64 78p.

*OCCUPATIONAL SURVEYS; STATE SURVEYS; *LABOR FORCE; *MANPOWER NEEDS; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT TRENDS; OCCUPATIONAL CLUSTERS; GEOGRAPHIC REGIONS; ECONOMIC FACTORS
NORTH CAROLINA

A stratified random sampling technique was used to select 2,000 establishments from 17 industrial segments. The 1,442 usable returns accounted for employers of 40 percent of the state employees covered by workman's compensation. The data were inflated to represent 8,476 establishments, employing more than 125,000 people and then was adjusted to September 1963. Findings by geographic area were: (1) Area 1 ranks highest in manufacturing, tourist trade, and auto dealer-service industries, third in unemployment rate, and has an estimated 14 percent increase in occupational employment by 1966, and the most need for auto mechanics, (2) area 2 has one-fifth of state's employment, highest weekly wages, heavy employment in insurance companies and clothing stores, an estimated 20 percent employment gain by 1966, and a strong demand for sales workers, (3) Area 3 has lowest unemployment rate, second highest weekly wages, and highest projected employment gain by 1966, (4) Area 4 has an estimated 15 percent employment gain by 1966, need for sales and clerical workers, (5) Area 5 has fewest insured workers, lowest weekly wages, second highest unemployment rate, estimated employment gain of 10 percent by 1966, and need for general salesmen and auto mechanics, (6) Area 6 has highest unemployment rate, estimated employment gain of 12.6 percent by 1966, and need for sales workers and mechanics. Estimated employment growth in surveyed industries, 1963-1966, was: (1) all industries, 16.2 percent, (2) trades, 16.4 percent, (3) finance, 12.4 percent, (4) insurance, 23.3 percent, and (5) service, 11.8 percent. This amounts to a 3-year increase of 21,000 new jobs. (EM)

VT 001 275
Allen, Hollis P.; Brockmann, L.O.
A Preliminary Study of Orange County's Junior College Occupational Curricular Needs.

North Orange County Junior Coll. District, Fullerton, Calif. Board of Trustees
Orange Coast Junior Coll. District, Costa Mesa, Calif. Board of Trustees
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb66 113p.

CURRICULUM PLANNING; *EMPLOYMENT TRENDS; *VOCATIONAL EDUCATION; EMPLOYMENT QUALIFICATIONS; TECHNICAL EDUCATION; *JUNIOR COLLEGES; EMPLOYMENT OPPORTUNITIES; *OCCUPATIONAL SURVEYS; ENROLLMENT TRENDS; ECONOMIC FACTORS; *JOB PLACEMENT; MANPOWER NEEDS; OCCUPATIONS; EMPLOYMENT OPPORTUNITIES
ORANGE COUNTY; CALIFORNIA; ORANGE COAST JUNIOR COLLEGE DISTRICT; COSTA MESA

National, state, and local statistical data were analyzed to identify the county's economic characteristics and occupational requirements in order to plan curriculum and facilities for 10 junior colleges needed in the area by 1980. National studies were used to identify the technology and manpower needs by 1970 for 39 selected industries. A sample survey was made of the major business and industrial employers of the county to obtain information about specific occupations. Enrollment trends in occupational curricula over the past 5 years are given for the two junior colleges in the county. The job market for terminal students of these colleges is reviewed. An over-all view of the economic forces that are shaping the population and industry characteristics of the county is given. Some conclusions were: (1) Work-experience education programs seem to offer considerable promise for junior colleges, (2) The continued use of advisory committees for the occupational curriculums is highly desirable, (3) The continuous study of economic trends in Orange County seems to be a necessity because of the county's rapid development, and (4) In the development of occupational curricula, the concept of families of related jobs should be considered. (PS)

VT 002 142 ED 023 787
Scoggins, Will
Labor in Learning: Public School Treatment of the World of Work.

California Univ., Los Angeles. Center for Labor Research and Education
EDRS PRICE MF-$0.50 HC-$5.85
Institute of Industrial Relations, University of California, Los Angeles, California 90024 ($2.00).
Pub Date - 66 115p.

ORIENTATION; WORK ATTITUDES; WORK ENVIRONMENT; EMPLOYMENT; VOCATIONAL DEVELOPMENT; *LABOR UNIONS; *CONTENT ANALYSIS; INSTRUCTIONAL MATERIALS; *TEXTBOOKS; HIGH SCHOOLS; TEACHER ATTITUDES; ECONOMICS; *SOCIAL STUDIES; HIGH SCHOOL TEACHERS
LOS ANGELES COUNTY; CALIFORNIA; WORLD OF WORK

The purpose of this study was to determine what 11th and 12th grade students in social studies classes in Los Angeles County are being taught about what it means to be an employee, i.e., the responsibilities, regulations, problems, rights, and benefits of being a wage or salary earner. Personal interviews, questionnaires, check lists, and tally sheets were used with teachers, publishing company salesmen, and others to obtain responses to questions such as: (1) How is the American labor movement, its history, contributions, problems, and ambitions, presented in the required textbooks and courses of social studies in public high schools? and (2) Are adequate space and explanation devoted to the legislation regulating labor-management relations at the present time? The conclusion of the study was that youth are being taught what it meant to be an employee in the crafts or laboring class up to 1935; however, within the limits of this study, they are not being realistically oriented to the contemporary world of work. The appendixes include data such as the evaluation of 35 labor topics as presented in current textbooks. (CH)

VT 002 426 ED 023 788
Virginia Labor Mobility Pilot Project. Final Report.

Virginia Employment Commission, Richmond. Research, Statistics and Information Div.
EDRS PRICE MF-$0.25 HC-$2.10
Pub Date - 3Jan66 40p.

PILOT PROJECTS; *RELOCATION; *UNEMPLOYED; *MANPOWER UTILIZATION; *EMPLOYMENT SERVICES; EMPLOYMENT PROBLEMS; EMPLOYMENT PROGRAMS; PROGRAM EVALUATION; DEPRESSED AREAS (GEOGRAPHIC); *FEDERAL PROGRAMS
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS; VIRGINIA

The Appalachian region of Southwest Virginia was selected as a surplus labor area in a pilot project to show the effectiveness of using financial assistance to increase mobility and reduce unemployment. Most of the workers were relocated in Alexandria, Newport News, Richmond, and Petersburg. Of the 920 unemployed workers interviewed, 200 were relocated an average distance of 300 miles with an average relocation allowance of $194. Some findings were: (1) The relocation effort was aided by financial assistance, (2) The tendency to relocate was greater among young people, (3) The tendency to return after relocation was highest among the very young and the old, (4) Employers were willing to cooperate, and (5) Many factors other than financial assistance influenced the program's success. Some problems were: (1) Approximately 89 percent of those interviewed had financial reserves of less than $100 which was not enough to tide them over until their first wages were received, (2) Recruiting for Job Corps and Manpower Development and Training Act classes was competitive with the relocation program, and (3) The time was insufficient to train the interviewers adequately. Some suggestions of the relocatees were: (1) Provide more detailed and specific job information, (2) Provide more help in locating housing and getting oriented, (3) Pay assistance money with less delay, and (4) Provide relocatees an opportunity to talk to employers before taking jobs. (DM)

VT 002 524 ED 023 792
Beima, James R., Comp.
Occupation Analysis as a Basis for Vocational Education Curriculum Ghange.

Alaska State Dept. of Education, Juneau. Div. of Vocational Education
EDRS PRICE MF-$0.50 HC-$6.15
Pub Date - 65 121p.

STATE SURVEYS; *OCCUPATIONAL SURVEYS; *PARENTS; *EMPLOYMENT STATISTICS; *HIGH SCHOOL STUDENTS; CAREER CHOICE; *OCCUPATIONAL CHOICE; OCCUPATIONS; LABOR FORCE
ALASKA

The objectives of the survey were to identify the types of employment available for each population area in Alaska and to determine the occupational goals of high school students in the state, in order to provide a basis for evaluation of vocational education curricula. Of 15,308 high school students enrolled the first week of the 1966-67 school year, 14,581 students reported their father's occupation, mother's occupation, and their own vocational goal. Findings were: (1) 91 percent of the students' parents were employed in non-professional occupations, but only 25 percent of the students were receiving non-professional training to fill these existing jobs, (2) 75 percent of the students were receiving pre-college training required to fill 9 percent of the jobs, (3) 6,639 students reported their parents employed in areas utilizing skills learned in trade and industrial education, but only 2.8 percent of the students were receiving training in this area, (4) 5,099 students reported their mothers as full-time homemakers, and (5) 4,460 students reported their parents employed in areas related to business. The father's occupation, mother's occupation, and the student's vocational goal are tabulated. (PS)

VT 002 621 ED 023 796
O'Donnell, Beatrice
Descriptions of Home and Community Occupations Related to Home Economics; Descriptions of Specific Occupations Classified into Six Clusters, Index to Areas of Work and Worker Trait Groups for Individual Occupations. Professional Education Series No. HE-8.

Michigan State Univ., East Lansing. Educational Publications Service
EDRS PRICE MF-$1.00 HC-$10.30
Pub Date - Jan67 204p.

*OCCUPATIONAL INFORMATION; OCCUPATIONAL HOME ECONOMICS; OCCUPATIONS; *HOME ECONOMICS SKILLS; *OCCUPATIONAL CLUSTERS; OCCUPATIONAL GUIDANCE
DICTIONARY OF OCCUPATIONAL TITLES; DOT

This bulletin is a reference tool for the identification of home economics-related occupations and requirements and methods of entry into these occupations. A full description of 200 home economics-related occupations as found in the "Dictionary of Occupational Titles" Volume I, and page references which will facilitate the location of descriptions of the "area of work" and "worker trait group" as indicated in Volume II of the Dictionary are presented. Occupations have been classified and alphabetically arranged into one of six clusters: (1) family relationships, (2) clothing and textiles, (3) foods and nutrition, (4) housing and furnishings, (5) clothing maintenance, and (6) household maintenance and services. Home economics-related occupations were identified by independent analysis of the third edition of the "Dictionary of Occupational Titles," Volume I. Lists were compared and organized into clusters. Value judgments of 136 knowledgeable persons to the questions: (1) Is the occupation related to the cluster in which it is classified? (2) To what extent is home economics needed for job competence or job training? and (3) What other professional, business, or industrial groups are involved? were the basis for the wide variety listed. Condensed data are available in VT 002 611. A wide variety of occupational classifications, work areas, worker trade groups, and educational requirements are represented. (FP)

VT 002 817 ED 018 610
Reports of Subcommittees of the President's Committee on Youth Employment.

President's Committee on Youth Employment, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.00
Pub Date - Jun63 98p.

*YOUTH EMPLOYMENT; *VOCATIONAL EDUCATION; *EMPLOYMENT OPPORTUNITIES; *JOB TRAINING; OCCUPATIONAL COUNSELING; GUIDANCE; COUNSELING; OCCUPATIONAL GUIDANCE; MOTIVATION; LABOR LAWS; URBAN SLUMS; EMPLOYMENT PROBLEMS; OUT OF SCHOOL YOUTH; LABOR UNIONS; BUSINESS; COMMUNITY RESPONSIBILITY

The reports of six subcommittees are included: (1) Private and Public Responsibility for Developing Job Opportunities for Youth, (2) Preparing In-School Youth for Work, (3) Role of Labor, Management and Education in Training Out-of-School Youth, (4) Counseling, Guidance, and Motivation, (5) Laws Affecting Employment of Youth, and (6) Problems of Youth in Large City Slums. Although these reports differ in length and in degree of detail, in aggregate they reflect a broad consensus that new and stimulating policies for education and training, guidance, employment opportunities, and economic growth are imperative. The reports include almost 100 specific proposals, a number of which were adapted and reflected in the Committee's official report to the President, "The Challenge of Jobless Youth" (VT 002 872). The recommendations were designed to focus public attention and action on immediate and long-range measures for training youth and enhancing their opportunities to obtain jobs. Names of respective subcommittee members are listed on the title of each report. (MM)

VT 002 872
The Challenge of Jobless Youth.

President's Committee on Youth Employment, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr63 26p.

*YOUTH EMPLOYMENT; *YOUTH PROBLEMS; YOUTH OPPORTUNITIES; EMPLOYMENT PROJECTIONS; UNEMPLOYMENT; LABOR FORCE; *MANPOWER DEVELOPMENT; VOCATIONAL EDUCATION; VOCATIONAL DEVELOPMENT; *EMPLOYMENT OPPORTUNITIES; PUBLIC POLICY; YOUTH PROGRAMS; *PROGRAM IMPROVEMENT

The several subcommittees of The Committee on Youth Employment generated more than 90 recommendations relative to the unemployment problems of youth. Through a distillation of these recommendations and a Committee consensus that new and stimulating policies for education and training, guidance, employment opportunities, and economic growth are imperative for meeting the challenge of preparing all youth for future productive employment, 15 final recommendations were prepared. The recommendations were drawn from facts indicating that large numbers of youth were unemployed and the outlook for the future was dim unless programs were implemented to insure that opportunities for training and jobs would be available to the vastly larger number of youths entering the job market in the 1960's and 1970's. Some of the 15 remedial actions recommended were: (1) Each state and city should establish a continuing commission on youth affairs concerned with youth employment, (2) Employers and unions should reexamine their hiring, training, and promotion policies and programs to see how they can better employ young people and eliminate the discrimination against minority youth, (3) School officials should reappraise their instructional program in the light of labor market demands and they should strive immediately to bring inadequately educated out-of-school youth up to at least minimum standards of employability, and (4) A federal program for urban and conservation employment and training of youth should be enacted promptly. The appendix contains statements of individual committee members who differed with the Committee's recommendations or wished to express additional views. "Reports of Subcommittees of the President's Committee on Youth Employment" is available as VT 002 817. (ET)

VT 003 231
Birch, C.M.; Gertz, J.B.
The Impact of Layoff and Recall at Ford-Windsor. An examination of the Effect on Employees of the Ford

Foundry and Engine Plants of the Reorganization of Production Facilities Arising from the Canada-United States Automotive Trade Agreement.

Ontario Economic Council, Toronto
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep66 39p.

*JOB LAYOFF; *UNSKILLED WORKERS; INDIVIDUAL CHARACTERISTICS; *ORGANIZATION; CHANGE; *SOCIOECONOMIC INFLUENCES; PERSONNEL POLICY; WELFARE PROBLEMS; UNEMPLOYMENT INSURANCE; *MANUFACTURING INDUSTRY
WINDSOR; ONTARIO

A study of the events associated with the layoff and recall of 1,302 workers at Ford Motor Company, arising from the reorganization of the engine and foundry plants in Windsor, Ontario, was made to ascertain the impact of the experience on the employees with respect to who they were, what happened to them, how they lived, and whether they got a job back. The employees involved in the layoff were all permanent employees, classified as unskilled. The first layoff in June 1966 included 493 workers with seniority of 2 years or less, and the second layoff in August 1966 incuded 809 workers, 90 percent of whom had 17 or more years of seniority. The men with 2 years of less seniority were on layoff from 6 to 7 months, while the high seniority men were off for not more than 4 months. Interviews with 641 of the 1,082 reemployed workers indicated that the availability of alternative temporary work was of major importance in accounting for the lack of resort to extreme economic measures during the layoff. Unemployment benefits for the workers in the first layoff were exhausted about halfway through the period while workers in the second layoff found that benefits lasted the entire period. These benefits were not used by 267 workers. There was little evidence of extreme hardship, and the 220 workers who did not return to Ford were employed in other auto plants or related companies. After the rehiring, production schedules had been exceeded and there was evidence that the workers were more content in the new environment. The interview instruments, data, and information concerning unemployment compensation, supplemental unemployment benefits, and transitional assistance benefits are included in the appendixes. (HC)

VT 003 283
Whitewater Vocational School Training Survey.

Indiana Employment Security Div., Indianapolis. Research and Statistics
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan66 60p.

*OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; LABOR FORCE; EMPLOYER ATTITUDES; *EMPLOYMENT QUALIFICATIONS; EMPLOYMENT STATISTICS; EMPLOYMENT TRENDS; *HIGH SCHOOL GRADUATES; EDUCATIONAL NEEDS; OCCUPATIONAL INFORMATION; JOB SKILLS; OCCUPATIONAL CLUSTERS; *VOCATIONAL EDUCATION; ON THE JOB TRAINING; YOUTH EMPLOYMENT
CONNERSVILLE; INDIANA

A survey of employers determined the skills and knowledge needed by vocational or high school graduates to qualify for jobs suitable for inexperienced youth. The results were to be used by school officials in establishing a curriculum for a proposed area vocational training center. Employers listed a total of more than 100 different types of skills, knowledge, or personal attributes required for qualifying youth in the various suitable entry jobs. Growth was predicted in most of the occupations for which youth could be trained. Adjustment of vocational facilities was strongly indicated to meet the increasing employer needs for skills associated with the jobs in the machine trades, crafts, and manual work occupations. In addition, training in the closely allied skills of welding, sheet metal, shop mathematics, blueprint reading, and the use of precision instruments appeared appropriate. The heaviest concentrations of jobs suitable for youth were in occupations in the manufacturing processes while a significant number were in white collar and service occupations in nonmanfacturing industries. Since many jobs involved multiple skills, it is important to study the skill needs along with the job needs in order to relate the two. Details of the methodology and tables of jobs and requirements are included in the appendix. (HC)

VT 003 284
Layfayette Vocational School Training Survey.

Indiana Employment Security Div., Indianapolis. Research and Statistics
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr66 47p.

*OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; LABOR FORCE; EMPLOYER ATTITUDES; EMPLOYMENT STATISTICS; *EMPLOYMENT QUALIFICATIONS; EMPLOYMENT TRENDS; *HIGH SCHOOL GRADUATES; EDUCATIONAL NEEDS; OCCUPATIONAL INFORMATION; JOB SKILLS; OCCUPATIONAL CLUSTERS; *VOCATIONAL EDUCATION; ON THE JOB TRAINING; YOUTH EMPLOYMENT
LAYFAYETTE; INDIANA

A survey determined jobs in the area which were suitable for inexperienced high school graduates and identified the skills and knowledge required by employers to qualify youth for entry into these jobs. The results were to be used by school officials in evaluating current courses and in planning future vocational training facilities. More than one-third of the estimated 33,925 workers employed in nonfarm industries in the Layfayette area were working on jobs that inexperienced high school graduates could fill, provided the jobs were open and the necessary training was given. Growth was predicted in most of these occupations, and an additional 3,319 openings would be available each year to replace workers who retire, die, or leave the occupation. Vocational training skills associated with clerical and related jobs were cited most frequently as a requirement for anticipated job openings. The second most frequently cited were those closely related to the machine trades and crafts occupations with mechanical and carpentry skills predominating. Assessment of the proficiency level of desired skills and clarification of employer's terminology is needed to assure maximum usefulness of the data in setting up certain specific training courses. Detailed tables of youth-suitable jobs and skills requirements are included in the appendix. (HC)

VT 003 285
Indiana Job Vacancies; Job Vacancies in Seven Major Indiana Areas: Evansville, Fort Wayne, Gary-Hammond-East Chicago, Indianapolis, Muncie, South Bend, Terre Haute.

Indiana Employment Security Div., Indianapolis. Research and Statistics
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec64 23p.

*OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; LABOR MARKET; LABOR FORCE; EMPLOYMENT LEVEL; *OCCUPATIONAL CLUSTERS; EMPLOYMENT SERVICES; *METROPOLITAN AREAS
INDIANA

The objectives of this job vacancy survey were to obtain information about (1) number, location, and kinds of unskilled jobs, (2) the training needs to be initiated or accelerated, (3) types of unfilled jobs in an area as compared to types of job orders in the Indiana State Employment Service, and (4) job vacancies that could be filled by unemployed workers registered in local unemployment offices. Practically the same types of job vacancies were found in each of the seven largest labor markets surveyed. More than one third of the vacancies in 734 firms were for professional, technical, skilled, or craft occupations. About one fourth of the vacancies existed in clerical and semi-skilled occupations requiring some degree of training. Sales and service jobs constituted about 17 percent of the nearly 4,700 job vacancies, and more than 60 percent were considered hard to fill. Only about 3 percent of the job vacancies in the survey, but not listed in local office order files, could be filled by applicants currently registered for work. Vacancies were reported for practically all of the occupations for which Manpower Development and Training Act training was in progress. Additional welding courses were added after almost 100 vacancies for welders were reported. Only about 4 percent of the employers asked to return survey forms failed to do so. An individual report is included for each of the seven major areas surveyed. (MM)

VT 003 310 ED 023 799
Adams, Leonard P., And Others
Viable Farmer-Worker Relationships: A Study of Selected Cases in New York State in 1966. Bulletin 1019.

State Univ. of New York, Ithaca
New York Agricultural Experiment Station, Ithaca
EDRS PRICE MF-$0.50 HC-$3.85
Pub Date - Oct67 75p.

*FARMERS; *FARM LABOR; *EMPLOYER EMPLOYEE RELATIONSHIP; *JOB SATISFACTION; *AGRICULTURAL LABORERS; SEASONAL LABORERS; MIGRANT WORKERS; INTERVIEWS; EMPLOYMENT PROBLEMS; EMPLOYER ATTITUDES; EMPLOYEE ATTITUDES; WORK ENVIRONMENT; HUMAN RELATIONS
NEW YORK

In an effort to understand the nationwide problem of recruitment, training, and retention of farm workers, 28 representative New York farm operators with a reputation for success in dealing with hired workers were interviewed in the summer of 1966. Information obtained included personal and educational characteristics, attitudes and aspirations, characteristics of the farm, labor on the farm, employer-employee relationships, supervision, and opinions with illustrative examples. Some general positive policies and practices resulting in good relationships were: (1) Conscious effort was initiated by the employer to produce mutually satisfactory relationships, (2) Relationships resulted from a combination of policies and practices plus a genuine liking for farm work, (3) Fair treatment was considered important by employees, (4) Supervision of seasonal labor by owner-operators or by regular employees rather than by crew leaders who recruited and transported the workers resulted in better relationships, and (5) Providing year round employment and fringe benefits resulted in better quality workers. Major difficulties were use of disrespectful language and failure to give sufficiently explicit instructions to employees. Included are case study summaries and a check list on worker-employer relations. (DM)

VT 003 416
Career Guidance for Youth, An Answer to Training Needs of Business. Washington Report, Special Supplement, Apr 12, 1963.

Chamber of Commerce of the United States, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 12Apr63 4p.

CAREER PLANNING; *OCCUPATIONAL GUIDANCE; *YOUTH PROGRAMS; *COMMUNITY INVOLVEMENT; GUIDANCE PROGRAMS; *PROGRAM DESCRIPTIONS; SCHOOL INDUSTRY RELATIONSHIP
EVERETT; MASSACHUSETTS

The "Everett Plan," nicknamed the Everett Prep Club, is a voluntary, action-oriented, youth-centered program of planned extra-curricular activities open to high school age youth which helps in preparing them to make the transition to the world of work. The program was introduced, developed, and coordinated by the Everett Massachusetts Chamber of Commerce as a total community project and is directed by a 21-member advisory council representing many segments of the community. It is financed and administered by the business community with individual firms sponsoring individual Prep Clubs. The program operates as an association of different occupational interest groups with a common pattern of activity. Prep clubs meet twice a month in the evening under the direction of a volunteer adult leader from sponsoring firms with youth officers presiding at all meetings. Some of the club activities are field trips, films, speakers, and social events. Club members benefit by gaining personal and business knowledge and understanding, getting experience in self-analysis and career and job exploration, associating with peers and adults competent in many areas, and developing personal plans. Documents treating other business training and retraining programs are available as VT 003 414-VT 003 427. (MM)

VT 003 434
The Next Twenty Years; A Forecast of Population and Jobs in the New York-New Jersey-Connecticut Metropolitan Region, 1965-1985.

New York Port Authority, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug66 39p.

POPULATION DISTRIBUTION; POPULATION GROWTH; *POPULATION TRENDS; *LABOR MARKET; *METROPOLITAN AREAS; *MANPOWER NEEDS; *EMPLOYMENT PROJECTIONS
NEW YORK; NEW JERSEY; CONNECTICUT

The regional population and jobs forecast included the areas of regional distribution of population, comparison of regional population forecasts, changes in the structuring of the region, the region's industrial structure, geographic distribution of jobs, and comparison of regional employment forecasts. Data used as a basis for forecasts were from the U.S. Census Bureau, the Statistical Guide for New York City, the Annual Reports of the New York City Board of Education, Bureau of Labor Statistics, the New York Bureau of Labor, and previous studies. Some of the principal findings were: (1) New York City's continuing losses of population have stopped, (2) There will be a growing importance of multi-family structures in the outlying areas, (3) The region will grow from the present 17.8 million to 23.1 million residents, (4) Job growth will closely parallel population growth, (5) By 1985 there will be a gain of 1.8 million jobs in the region, (6) Construction, finance-insurance-real estate services and government will be the high job growth industries, (7) Manufacturing, transportation, communications, public utilities and wholesale and retail trade will have relatively low growth rates, and (8) Manhattan will continue its headquarters role as the center of economic activity of both the nation and the region and will have an increase of 150,000 jobs. In this report jobs encompass all wage and salary workers, self-employed, unpaid family workers, and secondary jobs of dual jobholders. Twenty-one tables and charts present relevant data. (MM)

VT 003 499 ED 023 800
Manpower Implications of Automation. Papers Presented by the U.S. Department of Labor, 14th American Regional Conference (Washington, D.C., December 8-10, 1964)

Office of Manpower, Automation and Training (DOL), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.60
Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Ave., N.W., Washington, D.C. 20210.
Pub Date - Sep65 90p. Papers presented by the U.S. Department of Labor at the O.E.C.D. North American Regional Conference (Washington, D.C., December 8-10, 1964).

*CONFERENCE REPORTS; *AUTOMATION; *TECHNOLOGICAL ADVANCEMENT; EMPLOYMENT PATTERNS; CHANGE AGENTS; VOCATIONAL ADJUSTMENT; EDUCATIONAL PROGRAMS; MANPOWER UTILIZATION; SPEECHES; OCCUPATIONAL INFORMATION; OCCUPATIONS; *EMPLOYMENT; FEDERAL PROGRAMS
*NORTH AMERICAN REGIONAL CONFERENCE ON AUTOMATION, WASHINGTON, D.C., DECEMBER 8-10, 1964

Sponsored jointly by the Canadian Department of Labour and the U.S. Department of Labor, the Conference was held to examine the impact of automation on employment and unemployment, the nature of jobs being created and eliminated, and steps to be taken to ease the effect of technological change on workers. The participants were government, management, labor, and university representatives from North American and other Organisation for Economic Co-Operation and Development countries. The U.S. Department of Labor papers are: (1) "Technological Change, Productivity, and Employment in the United States," by L. Greenberg, (2) "The Pace of Technological Change and the Factors Affecting It" by S.L. Wolfbein, (3) "Effects of Technological Change on Occupational Employment Patterns in the United States" by E. Clague, (4) "Effects of Technological Change on the Nature of Jobs" by L. Levine, (5) "The Labor Force Adjustment of Workers Affected by Technological Change" by R.C. Goodwin, and (6) "Implications for Government-Sponsored Training Programs in the U.S.A." by J.P. Walsh. The appendixes contain a bibliography of selected references and a list of all 16 technical papers presented at the Conference. (HC)

VT 003 568
Anderson, Ober Jay
Competencies in Farm Credit Needed by Farmers.

Iowa Agriculture and Home Economics Experiment Station, Ames
Iowa State Univ. of Science and Technology, Ames. Dept. of Education
Iowa State Dept. of Public Instruction, Des Moines. Vocational Agriculture Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug65 8p.

AGRICULTURAL EDUCATION; BUSINESS SKILLS; CREDIT (FINANCE); *JOB SKILLS; *EDUCATIONAL NEEDS; *FARMERS; OCCUPATIONAL SURVEYS
IOWA

The purpose of the study was to determine (1) competencies in farm credit needed by farmers, (2) factors associated with competencies needed and possessed, (3) sources of training, and (4) information for educational program planning. A questionnaire including 26 understandings and 17 abilities selected by a panel of 16 specialists was returned by 117 of a random sample of 177 farmer-members of the Central Iowa Farm Business Association and from 94 of 305 farmers from 14 counties served by the Association. In all cases respondents indicated that they possessed a lower degree of competence than was needed for successful use of farm credit. Association members ranked the importance of the understandings, credit rating, net farm income, and repayment capacity highest in degree of competence needed. The greatest needs in abilities were record keeping, record analysis, management returns computation, lender confidence attainment, and need indentification. Association members possessed the least competence in the understanding of crop insurance as a means to reduce risk, sales contracts for different products, credit life insurance, and availability of government emergency loans. Comparisons showed that the wider differences between total over-all mean scores for competence needed and scores for comptenence possessed were among association members, larger operators, renters, less-educated farmers, and farmers with medium gross income. The competency rating in tabular form is included. This is an abstract of an M.S. thesis submitted to Iowa State University of Science and Technology. (JM)

VT 003 576
Carlson, Keith Ransom
Competencies Needed by Farm Credit Agency Employees.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education
Iowa Agriculture and Home Economics Experiment Station, Ames
Iowa State Dept. of Public Instruction, Des Moines. Vocational Agriculture Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct65 11p.

AGRICULTURAL EDUCATION; AGRICULTURAL SKILLS; BUSINESS SKILLS; CREDIT (FINANCE); OCCUPATIONAL SURVEYS; *JOB SKILLS; *OFF FARM AGRICULTURAL OCCUPATIONS; *EDUCATIONAL NEEDS

A study was conducted to determine competencies needed by farm credit agency employees, determine the relation of certain factors to competence needed and possessed, and plan for educational needs. A panel of nine credit agency representatives listed 33 competencies, 13 agricultural and 20 of a general credit nature, which were rated as to degree needed and possessed by 100 credit agency employees. The degree of competency needed was higher than the degree possessed for 31 of the 33 competencies. The largest differences were for (1) guidelines used for loan analysis, (2) maximizing credit return, (3) cash flow and credit needs, (4) payment types and forebearance plans, and (5) business law. Those ranked highest in need included cognizing poor and good financial management, conversing with farmers, and determining repayment ability and desire. Those ranked highest as possessed included conversing with farmers, figuring net worth, and working basic arithmetic. Men with farm backgrounds possessed higher agricultural competence and those without a farm background possessed higher nonagricultural competence. Men who had attended an agricultural college possessed higher competence in both categories. Annual salaries ranged from less than $6,000 to over $15,000. Those who had vocational agriculture, had a farm background, and were older earned higher salaries. This is an abstract of an M.S. thesis submitted to Iowa State University of Science and Technology. (JM)

VT 003 578
Hoyt, Lindley John
Competencies in Livestock Marketing Needed by Farmers.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education
Iowa Agriculture and Home Economics Experiment Station, Ames
Iowa State Dept. of Public Instruction, Des Moines. Vocational Agriculture Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date Aug65 14p.

AGRICULTURAL SKILLS; AGRICULTURAL EDUCATION; OCCUPATIONAL SURVEYS; *MARKETING; *LIVESTOCK; *FARMERS; *EDUCATIONAL NEEDS; *JOB SKILLS
IOWA

The purposes of this study were to determine the marketing competencies needed by livestock producers, and the relation of personal and training background factors to the producer's evaluation of the need and possession of each competency, and to plan for the educational needs of producers. A list of 74 competencies developed by a panel of 12 livestock specialists and refined by livestock association secretaries, was evaluated as to the degree each was needed and possessed by 80 beef, 81 swine, and 79 sheep producers in Iowa. The relative need, relative possession, and difference between need and possession were computed for each competency. Beef producers needed the abilities to estimate grade and yield of cattle, to estimate cost of grain to select a market, and figure returns above costs. Sheep producers needed the abilities to determine when to sell lambs for best meat carcass, grade sheep and lambs, figure feed conversion, and determine costs and marketing methods. Swine producers needed the abilities to figure feed cost and conversion, to select profit producing practices and to have adequate loading facilities. Understandings needed by the three groups included market cycles and trends and price affecting factors. The greatest differences between competencies needed and possessed were found among younger producers, less experienced producers, more educated sheep producers, less educated beef producers, smaller operators, those with less vocational agriculture, and adult livestock production training, and those not in purebred or cross bred production. Correlations were found among control factors, between control factors and competencies, and between need and possession of competencies. This is an abstract of an M.S. thesis submitted to Iowa State University of Science and Technology. (JM)

VT 003 580   ED 019 467
Robinson, Ted Richard
Factors Related to the Occupations of Iowa Farm Male High School Graduates.

Iowa State Univ., of Science and Technology, Ames. Dept. of Education
Iowa Agriculture and Home Economics Experiment Station, Ames
Iowa State Dept. of Public Instruction, Des Moines. Vocational Agriculture Section
DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-4633, $3.60 microfilm, $12.60 xeroxed).
Pub Date - Aug64 24p.

*VOCATIONAL AGRICULTURE; *GRADUATE SURVEYS; *HIGH SCHOOL GRADUATES; OFF FARM AGRICULTURAL OCCUPATIONS; *FARM OCCUPATIONS; MALES; VOCATIONAL FOLLOWUP; FAMILY BACKGROUND; MIGRATION; INCOME
IOWA

Questionnaires sent to 8,281 male graduates of 189 Iowa High schools from 1950 to 1954 investigated the relationship of selected geographical, environmental, educational, and socioeconomic factors to the occupations of the graduates. The final population of the study was 6,107 graduates composed of those who had enrolled in six or more semesters of vocational agriculture and those whose fathers were farming on the day their sons graduated or were farming during most of the time their sons were in high school. Some findings were: (1) 29.63 percent of the graduates were engaged in farming or were employed as farm managers, (2) Graduates engaged in farming or off-farm agricultural occupations tended to remain in their home communities more than the nonagriculturally employed graduates, (3) Graduates classed as professional and technical, managers and proprietors, clerical, sales, and craftsmen migrated more extensively than was expected, (4) A higher percentage of those from a higher level of living index and from larger home farms was classified as farmers and farm managers, and (5) An analysis of the geographical factors related to the graduates' occupations revealed that significant differences existed among the actual and expected frequencies of the graduates classified according to the agricultural classification of their occupations and the Iowa economic area in which their high schools were located. Pilot programs are needed to develop an educational curriculum which will be more beneficial to graduates engaged in off-farm agricultural occupations, Guidance counselors, vocational agriculture teachers, and classroom teachers should be appraised of factors related to occupations and occupational studies of former vocational agriculture graduates and make this information available to high school students. This is an abstract of a Ph.D. dissertation submitted to Iowa State University of Science and Technology. (WB)

VT 003 695
Agri-Business Competencies.

Wisconsin State Dept. of Public Instruction, Madison. Agri-Business Steering Committee
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 6p.

*VOCATIONAL AGRICULTURE; *DISTRIBUTIVE EDUCATION; ADVISORY COMMITTEES; *OFF FARM AGRICULTURAL OCCUPATIONS; *EDUCATIONAL NEEDS; *JOB SKILLS; AGRICULTURAL SKILLS; BUSINESS SKILLS
WISCONSIN

The Wisconsin State Agri-Distribution Advisory Committee determined the areas of competencies needed by present and future employees in agri-distribution occupations to be social, basic skills, marketing, agricultural technology, and economics. The Committee, all employers, expressed a growing need for trained persons in the distributive education and business education fields. It was felt that agriculture students would have more employment possibilities if they had the opportunity to have training in distributive education and business education. Some conclusions were: (1) There is a need for trained agri-business employees, (2) The agri-distributive businesses desire employees skilled in the competencies named, (3) Students preparing for employment need education in more than one discipline or vocational area to become more fully employable, and more likely to reach their potential, and (4) The State Department of Public Instruction will encourage several schools to instigate demonstration programs in agri-distribution using a team approach and on-the-job training. A list of agri-business steering committee members and their agriculture relationship is included. (WB)

VT 003 706
Highlights from the 1966 Manpower Report.

Department of Labor, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Ave., N.W., Washington, D.C. 20210.
Pub Date - 66 46p.

*MANPOWER UTILIZATION; YOUTH EMPLOYMENT; LABOR FORCE; *UNEMPLOYMENT; *EMPLOYMENT TRENDS; AGRICULTURAL LABORERS; FEDERAL LAWS; *ADULT VOCATIONAL EDUCATION; *FEDERAL PROGRAMS; DISADVANTAGED GROUPS; YOUTH PROGRAMS; YOUTH EMPLOYMENT
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The total number of people at work rose by 1.8 million, or 2.5 percent, during 1965. The unemployment rate dropped from an average 4.6 percent during 1965 to 3.7 by February 1966, the lowest level of joblessness in 13 years. Although pockets of unemployment remained a serious problem, personnel shortages were emerging in some occupations and geographic areas. Between 1965 and 1970, the labor force is expected to grow by over

1.5 million per year. Service-producing industries and clerical workers are expected to be the fastest growing occupational groups. Economic, human, and social costs of unemployment and underemployment are to be combated with several new and revolutionary manpower programs authorized by Congress since 1961 to help upgrade worker skills and prepare the disadvantaged for employment. Programs such as the Manpower Development and Training Act, the Neighborhood Youth Corps, the Job Corps, and Youth Opportunity Centers are training the increased youth labor force. Decreasing farm employment will require better education and training for nonfarm occupations, and economic development of rural areas to reduce the pressure on farm people to move to cities in search of work. However, job opportunities for domestic farm workers were improved by curtailing employment of foreign workers. Conclusions, recommendations, and policy implications are summarized at the end of each of six sections which correspond to those in the complete report. Ten graphs and one data table from the full-report are included. The complete report is available as VT 001 162. (ET)

VT 003 799
A Handbook for Leaders.

National Committee on Household Employment, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 40p.

*SERVICE OCCUPATIONS; *HOMEMAKING SKILLS; HOME MANAGEMENT; MAIDS; WORKING WOMEN; OCCUPATIONAL HOME ECONOMICS; *ACTION PROGRAMS (COMMUNITY); *JOB DEVELOPMENT

Materials have been compiled to assist local leaders of Community Committees on Households Employment in gaining community support for job development and training programs designed for household services to meet community needs to upgrade the skills and status of household workers. Such a Committee program introduces a new concept whereby community groups sponsor training programs with the ultimate goal of forming non-profit organizations, business enterprises, or employer cooperatives to insure satisfactory employment conditions. Workers gain status, fringe benefits, and wage stability. Employers can expect trained employees, dependable service with replacements for illness, and the convenience of monthly billing. Training programs can be funded under the Manpower Development and Training Act of 1962. The materials are categorized under (1) How to Organize a Community Committee, (2) What Some Communities Are Doing-Specialized Services, (3) New Concepts in Training and Job Development, (4) Community Resources for Training, Placement, and Job Development, (5) Recruitment Techniques for Household Workers Training Programs, (6) Suggested Topics for Group Discussion and Study, (7) An Outline for Publicity Programs, and (8) Guidelines for a Survey to Determine Existing Working Conditions, Demand for Workers, and Employer-Employee Attitudes. Reference materials for leaders include historical highlights, charts giving household worker data, and recommended reading. (FP)

VT 003 869
Wendt, Donald Dean
Employment Opportunities and Training Needs for Selected Service Workers in the State of Missouri with Projections through 1970. University of Missouri Bulletin, Volume 63, Number 27. Education Series, Number 90.

Missouri Univ., Columbia. Dept. of Industrial Education
Missouri State Dept. of Education, Jefferson City
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 25Sep62 24p.

*SERVICE OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; EMPLOYMENT TRENDS; VOCATIONAL EDUCATION; MANPOWER UTILIZATION; EDUCATIONAL NEEDS; OCCUPATIONAL GUIDANCE; EMPLOYMENT STATISTICS; *EMPLOYMENT PROJECTIONS
MISSOURI

The purpose of this study was to compare the possible supply of and demand for selected service workers in Missouri from 1960 through 1970, and to interpret the implications of these findings for the vocational education program of the State. The data were obtained from publications and unpublished documents of federal and state agencies and from previous research relating to the problem. Because there is expected to be a shortage of 83,873 service workers between 1960-1970, especially in food workers, cleaning personnel, and laundry and dry cleaning operations, it is apparent that training programs need to be established and expanded for these occupations. The vast differences between those expected to be trained for an occupation and those expected to enter it, on the basis of past experience, illustrates the need for better guidance and placement services. The vocational guidance and counseling services should be occupationally oriented for the purpose of matching the training of individuals with jobs which are expected to become available. Many unemployed, displaced, and poorly educated persons will have to seek employment in service occupations, and the schools must expand their offerings to adults to enable these people to become gainfully employed in service occupations. This is a summary of a D.Ed. dissertation which was submitted to the University of Missouri. (HC)

VT 003 870
Prater, Robert L.
Employment Opportunities and Training Needs for Technicians in the State of Missouri with Projections through 1970. University of Missouri Bulletin, Volume 63, Number 25, Education Series, Number 88.

Missouri Univ., Columbia. Dept. of Industrial Education
Missouri State Dept. of Education, Jefferson City
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 5Sep62 25p.

*OCCUPATIONAL SURVEYS; *TECHNICAL OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; EMPLOYMENT TRENDS; EMPLOYMENT PROJECTIONS; EMPLOYMENT STATISTICS; VOCATIONAL EDUCATION; MANPOWER UTILIZATION; EDUCATIONAL NEEDS
MISSOURI

This study was made to compare the probable supply of, and demand for, technicians in Missouri from 1960 through 1970, and to interpret the implications of the findings for the vocational education program of the State. Data were obtained from federal and state agencies and from information forms sent to a sample of industrial firms within the State. Technician employment was expected to continue at a high level and at a faster rate than total employment. Preemployment training was not being provided in many of the technical occupations. Inservice technical training was needed in most industries, but employers expected some of their inservice training needs to be provided by the schools. The imbalance between preemployment technical training programs and the technical occupations was sufficient to warrant expansion of technical curriculums in the public schools. It was recommended that (1) junior colleges devote a considerable portion of their facilities to training industrial and health service technicians, (2) public school guidance, counseling, and placement services, as they relate to the technical occupations, be improved and expanded, and (3) teachers of technical occupations be trained, and (4) a higher percentage of students be enrolled in technical classes each year. This is a summary of a D.Ed. dissertation which was presented to the University of Missouri. (HC)

VT 003 871
Warner, James C.
Employment Opportunities and Training Needs for Skilled Workers in the State of Missouri with Projections through 1970. University of Missouri Bulletin, Volume 63, Number 26. Education Series, Number 89.

Missouri Univ., Columbia, Dept. of Industrial Education
Missouri State Dept. of Education, Jefferson City
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 5Sep62 27p.

*SKILLED OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; EMPLOYMENT TRENDS; VOCATIONAL EDUCATION; APPRENTICESHIPS; MANPOWER UTILIZATION; EDUCATIONAL NEEDS; EMPLOYMENT STATISTICS; STUDENT ENROLLMENT; *EDUCATIONAL OPPORTUNITIES; *EMPLOYMENT PROJECTIONS
MISSOURI

This study was made to compare the probable supply of and demand for skilled industrial workers in Missouri from 1961 through 1970, and to interpret the implications of the findings for the vocational education program of the State. The data were obtained from publications and unpublished documents of federal and state agencies and from previous research relating to the problem. Conclusions were that the employment of skilled workers is expected to increase in nearly all of the nonagricultural industries in the state during the coming decade. The employment outlook is good for the skilled trades of automobile mechanics, machinists, millwrights, tool and die makers, carpenters, plumbers and pipefitters, and electricians. However, the overtraining in the areas of printing crafts, tinsmithing, coppersmithing, sheet metal, painting, paperhangers, and glaziers might result in an over-supply of these workers. Educational implications were that (1) Closer cooperation should be established among all agencies responsible for the guidance and training of skilled workers, (2) The public schools need to examine the numbers of workers trained in relation to the demand, and (3) The guidance program should seek out those students who may best profit from training for skilled jobs. This is a summary of a D.Ed. dissertation which was submitted to the University of Missouri. (HC)

VT 004 102 ED 021 981
Palomba, Neil A.
Handbook for Estimation of Labor Supply by Use of a Community Survey.

Iowa State Manpower Development Council, Des Moines
EDRS PRICE MF-$0.25 HC-$1.55
Pub Date - Feb67 29p.

*OCCUPATIONAL SURVEYS; *COMMUNITY SURVEYS; LABOR FORCE; *LABOR SUPPLY; *SAMPLING; DATA COLLECTION; RESEARCH METHODOLOGY; *MEASUREMENT TECHNIQUES; QUESTIONNAIRES; ESTIMATED COSTS; DATA ANALYSIS; MANUALS

Techniques for estimating the labor supply in any locality from a town and its surrounding rural area to a county or multi-county area are presented. The labor supply in a community can be estimated by many means, including registrations of the unemployed, newspaper advertisements, and a census-type sampling survey of the population. Characteristics of each of these survey techniques are outlined briefly although the handbook discusses in detail only the sampling survey method, as it is the only low-cost method which can be used to get reliable estimates of a community's labor supply, both actual and potential. Five of the six chapters deal with constructing the community survey questionnaire, selecting the sample, administering the questionnaire, tabulating and analyzing the results, and estimating the costs involved. A sample community survey questionnaire is included. (ET)

VT 004 119
Brooke, Walter L.; DuBose, David C.
Instituting a Vocational Major in Natural Resources.

Shasta Coll., Redding, Calif.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun67 41p.

*SCHOOL SURVEYS; *AGRICULTURAL EDUCATION; *POST SECONDARY EDUCATION; *NATURAL RESOURCES; QUESTIONNAIRES; *CURRICULUM PLANNING
CALIFORNIA

Purposes of this survey were to identify job requirements for planning a "Natural Resources" curriculum, to estimate employment opportunities for students, and to apprise employers of the programs. Interviews were held with employers or personnel managers and employees to identify jobs and make job descriptions. This information pointed out 182 positions in six jobs where "National Resources" education would be essential, 212 positions in eight jobs where such education would be useful, and 130 positions in seven jobs where such education would be marginally related. It was found that the seven existing "Natural Resources" curriculum options might be compressed to two by reorganizing the present curriculum. The appendix contains interview forms, addresses of employers, and course descriptions. (EM)

VT 004 271 ED 023 806
Manpower Trends in Canada: Chartbook.

Canadian Dept. of Labour, Ottawa. Economics and Research Branch
DOCUMENT NOT AVAILABLE FROM EDRS.
The Queen's Printer, Ottawa, Canada ($1.00).
Pub Date - 65 38p.

*EMPLOYMENT TRENDS; *LABOR FORCE; *STATISTICAL DATA; *MANPOWER NEEDS; *OCCUPATIONAL SURVEYS; GRAPHS
*CANADA

The major changes taking place in the occupational and industrial structure of the labor force are highlighted by graphic illustrations of changing manpower needs. Some apparent trends are: (1) the very rapid rate of growth of the total labor force, (2) the relatively slow growth rate of the manufacturing labor force, (3) the rapid growth of the service industries and occupations, (4) the decline of the primary industry labor force, (5) the rapid increase in the number of working women, and (6) the strong relative decline in the need for unskilled laborers. The 31 charts and graphs included reveal major long term changes in the labor force and its industrial and sex distribution from 1931 to 1961, major long term changes in occupations from 1901 to 1961, and selected occupational changes from 1951 to 1961. (DM)

VT 004 387
Stewart, Lawrence H.; Workmen, Arthur D.
Mathematics and Science Competencies for Technicians, a Study of the Training of Electronics and Chemical Technicians With Special Emphasis on Critical Mathematics and Science Requirements. Bulletin, Vol. 29, No. 12.

California State Dept. of Education, Sacramento
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec60 58p.

*JOB SKILLS; MATHEMATICS; *PHYSICAL SCIENCES; *CRITICAL INCIDENTS METHOD; QUESTIONNAIRES; CURRICULUM PLANNING; *CHEMICAL TECHNICIANS; *ELECTRONIC TECHNICIANS
CALIFORNIA

The objectives of this project were to demonstrate the usefulness of the critical incident technique for identifying mathematical and scientific skills essential to the electronics and chemical technicians' job performance and to explore problem areas for leads to more productive research and curriculum planning. Data were gathered from supervisors' reports, technicians' reports, questionnaires covering training and work experience, hiring specifications, interviews with personnel officers, questionnaires from and interviews with junior college instructors, and printed instructional materials. A total of 278 technicians and 94 supervisors from the San Francisco Bay Area were involved in the study. Due to the limited number of critical incidents reported and the elementary skills involved in job performance, high level mathematics and scientific skills did not seem essential for satisfactory performance. It appeared that hiring practices are established to use such skill requirements as a screening device rather than as an actual job requirement. Differentiation between required and desirable skills would help dispel confusion in curriculum planning. It was recommended that the critical incident technique be limited to individual or small group interviews rather than questionnaires in order to clarify and simplify response making. Samples of critical incidents as they relate to job performance are included. (EM)

VT 004 423 ED 023 807
Watson, Donald, And Others
Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation; Phase I--Manpower Needs, Data-Collection Devices and Occupation Clusters. Exhibit A.

Oregon Univ., Eugene
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.00 HC-$11.85
Pub Date - Dec65 235p.

*VOCATIONAL EDUCATION; *OCCUPATIONAL CLUSTERS; *PROGRAM PLANNING; EDUCATIONAL CHANGE; DATA COLLECTION; DATA ANALYSIS; QUESTIONNAIRES; *EMPLOYMENT PROJECTIONS; INDUSTRY; ECONOMIC FACTORS; CURRICULUM PLANNING; STATE PROGRAMS; *SURVEYS
OREGON

The task of matching people to jobs is made difficult by the cumulative effects of change. Flexibility of the labor force has decreased because of the lack of low skill jobs and the increased employment of women and minority groups. Oregon's research efforts, prompted by need for data by public and private sectors, was directed at ways of obtaining data for educational planning. The central question was one of obtaining maximum return from education's efforts in preparing persons for work and was based on the presumption that public education cannot do it alone. In order to determine the occupations which should receive priority in resource relocation for training programs, three techniques were explored and demonstrated. These were questionnaires, projections by regression techniques, and interindustry analysis and projection (input-output analysis). All three were considered to be supplemental to other available information and subordinate to final analysis by professional and lay policy makers. Interindustry analysis and projection was considered by the researchers to be the most useful technique, but dependence on the others was also necessary. Demonstration of the techniques was with national and Oregon data and considered a necessary step to utilization. (JM)

VT 004 515 ED 023 808
Facts about Nurses and Nursing in New York State.

New York State Education Dept., Albany. Office of Nurse Education
EDRS PRICE MF-$0.25 HC-$2.15
Pub Date - Sep66 41p.

STATE SURVEYS; *HEALTH OCCUPATIONS EDUCATION; PROFESSIONAL EDUCATION; *NURSES; *MANPOWER NEEDS; LABOR FORCE NONPARTICIPANTS; *EMPLOYMENT STATISTICS; *PRACTICAL NURSES; OCCUPATIONAL SURVEYS; INDIVIDUAL CHARACTERISTICS; EMPLOYMENT PATTERNS; EDUCATIONAL BACKGROUND; STUDENT ENROLLMENT; EMPLOYMENT OPPORTUNITIES
NEW YORK

Based on the median population estimate of 18.8 million for New York State by 1970, approximately 94,000 active registered nurses will be needed to increase the ratio from 406 per 100,000 population in the 1961-63 biennium to 500, the goal set by the Committee on Medical Education. Some specific data are: (1) The number of registered nurses in the state has increased 18 percent between 1959 and 1966 to a total of 143,073, (2) Of the registered nurses registered between September 1961 and October 1962, 3/4ths lived in the state and of these 2/3rds were active, (3) Between 1962 and 1966, one basic master's program opened, baccalaureate programs increased by one, associate degree programs increased by 17, and diploma programs decreased by five, (4) Between 1962 and 1966, admission to registered nurse programs increased 30 percent but the percent of all female high school graduates entering nursing decreased slightly, (5) In 1966, 135 budgeted positions in 127 educational programs were unfilled and 50 percent of nurse faculty held a master's degree, (6) In 1963, there were 7,665 vacancies in registered nurse positions in 300 hospitals, and (7) The number of licensed practical nurses registered in the state increased 27 percent between 1959 and 1966 and the number of licensed practical nurse programs increased by 13 between 1964 and 1966. (JK)

VT 004 606 ED 023 810
Gunderson, Orley D., And Others
An Analysis of Occupational Titles and Competencies Needed in Off-Farm Agricultural Supplies Businesses. Teacher Education Research Series 7, No. 2.

Pennsylvania Agricultural Experiment Station, University Park
Pennsylvania State Dept. of Public Instruction, Harrisburg. Agricultural Education Section
EDRS PRICE MF-$0.50 HC-$6.25
Pub Date - Jun66 123p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *OCCUPATIONAL CLUSTERS; *AGRICULTURAL SUPPLY OCCUPATIONS; *JOB SKILLS; *AGRICULTURAL SUPPLIES, EMPLOYER ATTITUDES; EMPLOYEE ATTITUDES; SURVEYS; DISTRIBUTIVE EDUCATION; AGRICULTURAL EDUCATION; EMPLOYMENT EXPERIENCE; EMPLOYMENT QUALIFICATIONS; ON THE JOB TRAINING; EMPLOYMENT OPPORTUNITIES; AGRICULTURAL SKILLS; BUSINESS SKILLS; INTERVIEWS
PENNSYLVANIA

The purposes of this study were to: (1) identify and cluster occupational titles, (2) identify, rate, and cluster groups of competencies, (3) determine whether there are differences in level of competencies needed, (4) determine the experience background preferred, and (5) determine the type of inservice education being provided employees of agricultural supply stores. Data were collected by interview from 95 persons in 10 cooperative agricultural supply stores and from 63 persons in 13 independent agricultural supply stores. The stores were purposively selected to represent all sections of the state and to get equal representation of stores with low, medium, and high number of employees. Some conclusions were: (1) There were meaningful occupational title groups of service worker, salesman, office worker, manager, sales and office worker, and service worker (equipment), (2) Each type of agricultural supply store had six meaningful competency factors clustered for the to enter and to advance levels, (3) Occupational advancement in agricultural supplies required additional training in agricultural and business competencies for all occupational titles studied, (4) More than three-quarters of the interviewees in both stores indicated that a farm background was most desirable for occupations in the agricultural supply stores, and (5) Inservice education being offered to employees was found to vary with the size and type of store. (DM)

VT 004 647 ED 023 811
Report of a Consultation on the Employment of Women with Family Responsibilities (February 17, 1965).

Canadian Dept. of Labour, Ottawa (Ontario). Women's Bureau
EDRS PRICE MF-$0.25 HC-$2.50
Pub Date - 65 48p.

*WORKING WOMEN; *MOTHERS; LABOR FORCE; EMPLOYMENT STATISTICS; *VOCATIONAL EDUCATION; WORK ATTITUDES; *CHILD CARE; *VOCATIONAL COUNSELING; PART TIME JOBS; DAY CARE SERVICES; LABOR LAWS; LEAVE OF ABSENCE; PUBLIC POLICY
*CANADA

Fifty-four participants met to consider counseling and training for women who were entering or re-entering the labor force after varying periods of time devoted to their families, and the need for day care services and facilities for children of working mothers, provision for maternity leave, and part-time work. Presentations were: (1) "Women in the Labour Force--Comments on Developments," by H. Trainer, (2) "Counseling and Training for Women Entering or Re-Entering the Labour Force," by E. McLellan, (3) "Day Care Facilities and Services for Children of Employed Mothers," by F. Manson, (4) "The Development of Maternity Leave in the Civil Service of Canada," by D. Cadwell, (5) "Labour Legislation and Part-Time Workers," by E. Woolner, and a panel discussion on part-time work. It was concluded that there is a need for further study of the culturally disadvantaged, attitudes toward working women, the effect of maternal employment on children, the occupational outlook for women, and the effect of part time work on productivity. Social policies were recommended to improve services and facilities in vocational guidance and counseling, strengthen existing day care services and establish additional centers, and provide for maternity leaves. Precis, comments, questions, and discussions of each presentation are included. (FP)

VT 004 691 ED 023 813
Movement of Labor Between Farm and Nonfarm Jobs. Research Bulletin 13.

Michigan Agricultural Experiment Station, East Lansing
EDRS PRICE MF-$0.25 HC-$2.65
Pub Date - 66 51p.

*FARMERS; *OCCUPATIONAL MOBILITY; *EMPLOYMENT EXPERIENCE; *URBAN IMMIGRATION; OCCUPATIONAL SURVEYS; INCOME; FARM LABOR; INDIVIDUAL CHARACTERISTICS; *AGRICULTURAL LABORERS

Drawing upon information provided by a continuous sample of social security records for the 1955-59 period, this study traced year-by-year employment experience of workers who left agriculture, and described their age, race, income, and job status. Estimates of backflow to farms were also studied. The gross out-movement from farm employment was 14.2 percent, but the net reduction in farm employment was only 3.5 percent because of a large back-movement into farming. The net reduction was associated with the level of unemployment in the nonfarm economy. Off-farm mobility was higher for younger persons, multiple job holders, and those who had previous nonfarm work experience. Off-farm mobility was not related to previous income or race, and persons with the same characteristics had about the same mobility in different areas of the country. Back-movement was related to income gains or losses experienced in nonfarm employment. The 1957-58 recession retarded out-movement from farm employment, with the greatest impact on younger persons. (JM)

VT 004 692 ED 023 814
Multiple Jobholding by Farm Operators. Research Bulletin 5.

Michigan Agricultural Experiment Station, East Lansing
EDRS PRICE MF-$0.50 HC-$4.10
Pub Date - 64 80p.

*FARMERS; SEASONAL EMPLOYMENT; PART TIME JOBS; *MULTIPLE JOBHOLDING; GEOGRAPHIC REGIONS; WAGES; INDIVIDUAL CHARACTERISTICS

The extent and nature of multiple jobholding by persons who reported income from farm self-employment was studied by examining Social Security data for 1957, 1958, and 1959. Hypotheses were that multiple jobholding is a method used by farmers who are underemployed in agriculture to supplement earnings and that off-farm sources of employment tend to be subject to cyclical instability and diminishing employment levels. It was found that the incidence of multiple jobholding by farm operators was widespread geographically, inversely related to age, not related to income from self-employment, and not a continuous situation. The most frequent source of off-farm wage employment was some unit of government, especially among older, white farm operators with higher levels of self-employment income. Younger farm operators were more frequently employed in manufacturing, mining, and wholesale and retail trade. Earnings from off-farm employment were lowest in the South and highest in the Northeast and Pacific regions. Multiple jobholding fell in three categories: (1) a first step in changing occupations, (2) a sporadic income supplement, and (3) a substantial income source. (JM)

VT 005 050 ED 023 820
Barbichon, Guy
Adaptation and Training of Rural Workers for Industrial Work, Co-Ordination of Research.

Organisation for Economic Cooperation and Development, Paris (France)
EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.
OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 ($1.25).
Pub Date - Dec62 142p.

*RESEARCH REVIEWS (PUBLICATIONS); *AGRICULTURAL LABORERS; *MOBILITY; *MIGRATION PATTERNS; *VOCATIONAL ADJUSTMENT; ECONOMIC DEVELOPMENT; INDUSTRIALIZATION; CHANGE AGENTS; RESEARCH PROPOSALS; RESEARCH METHODOLOGY; BIBLIOGRAPHIES; OCCUPATIONAL MOBILITY; ADJUSTMENT (TO ENVIRONMENT); INDUSTRY; CONFERENCES; FOREIGN COUNTRIES
GERMANY; FRANCE; ITALY; NETHERLANDS; SWEDEN; NORWAY

The conference organized by the European Productivity Agency in September 1960 and subsequent meetings arranged by the Organisation for Economic Cooperation and Development gave the representatives of workers, employers, administrators, and research workers of many European countries the opportunity to exchange information on the knowledge acquired and the studies underway on the movement of rural workers to industry. Mobility of agricultural manpower is an important facet of the problem of general mobility of the total active population in the course of economic development. On the one hand, mobility is desirable in order to reduce the degree of under-employment in agriculture and, on the other hand, the growth of non-agricultural enterprise needs to draw upon the agricultural population for a supply of labor. To improve economic conditions the concurrent development of both the agricultural and non-agricultural sectors of the economy and agricultural policy must be closely integrated with general economic policy. The appendixes include national bibliographical references and summaries of national research on the problems of adaptation and training of rural workers in Germany, France, Italy, Norway, The Netherlands, and Sweden, and project proposals for international research on the topic. (HC)

VT 005 184 ED 018 665
Perkins, Edward A., Jr., And Others
Cluster of Tasks Associated with Performance of Major Types of Office Work. Final Report.

Washington State Univ., Pullman
EDRS PRICE MF-$1.00 HC-$10.60 OEG-4-7-070031-1626 08
BR-7-0031
Pub Date - Jan68 210p.

*OFFICE OCCUPATIONS; *JOB ANALYSIS; QUESTIONNAIRES; TASK ANALYSIS; EMPLOYMENT STATISTICS; OFFICE WORK; OCCUPATIONAL CLUSTERS; TASK PERFORMANCE; *STATE SURVEYS
WASHINGTON

The purpose of this study was to identify clusters of tasks performed by a comprehensive sample of office employees working in five office-size categories in 12 Standard Industrial Classifications in Washington state. Questionnaires listing 599 office tasks and validated by interviews with 286 office workers and supervisors and by a jury of experts, were sent to a proportional, stratified sample of 295 firms in the private enterprise sector and 28 government agencies. Of 767 questionnaires distributed, 663 (86.4 percent) were returned in useable form. On the basis of findings, the 599 office tasks were clustered within 13 major categories: typewriting, operating office machines and equipment, taking dictation and transcribing, mailing, filing, telephoning and communicating, performing clerical operations, securing data, using mathematics, performing financial and record keeping operations, performing editorial operations, meeting and working with people, and miscellaneous. Clusters of tasks were similarly prepared for each of six broad job categories: supervison, secretarial-stenographic, clerical, bookkeeping-accounting, business machine operation, and data processing. Recommendations concerned (1) identifying clusters of knowledges, skills, and capabilities associated with the performance of major tasks, (2) ascertaining emerging changes in office structures and functions, (3) developing an instructional objectives-deriving model for office education and, (4) developing self-paced learning packages. A fuller description of the design for this study is provided in document VT 001 758. (PS)

VT 005 269
Wedekind, Carl E.
Significant Job Success Factors Found in Work-Study Programs in Five Major New York State Cities, Abstract.

New York State Education Dept., Albany. Bureau of Occupational Education Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan68 13p.

*WORK STUDY PROGRAMS; VOCATIONAL EDUCATION; *HIGH SCHOOL GRADUATES; *SUCCESS FACTORS; *EMPLOYMENT; *PROGRAM EVALUATION; GRADUATE SURVEYS; STUDENT ATTITUDES; URBAN SCHOOLS
NEW YORK

"Significant Job Success Factors Found in Work-Study Programs in Five Major New York State Cities" is summarized. See abstract of VT 004 016 which is the complete study. (EM)

VT 005 286 ED 019 497
Cain, John N.
Project Manpower--The Macomb County Farm Labor Project. Special Paper No. 3.

Michigan State Univ., East Lansing. Rural Manpower Center
EDRS PRICE MF-$0.25 HC-$1.30
Pub Date - Dec67 24p.

AGRICULTURAL LABORERS; *SUBURBAN YOUTH; HIGH SCHOOL STUDENTS; SEASONAL LABOR; *FARM LABOR; *EMPLOYMENT PROGRAMS; YOUTH EMPLOYMENT; *PILOT PROJECTS; PROGRAM DEVELOPMENT; PROGRAM EVALUATION; EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL SURVEYS
MACOMB COUNTY; MICHIGAN

The end of the importation of foreign labor in 1964 and several unsuccessful efforts to develop a domestic labor supply in Michigan prompted a pilot project in 1966, sponsored by the Rural Manpower Center, the County Cooperative Extension Service, and the County Labor Council, in which suburban youth were recruited for seasonal farm labor. Schools supplied rosters of potential employees, the state rural manpower advisory council determined the areas of agriculture and agri-business enterprises to be surveyed and determined employment policy, and the extension service mailed the farm profile and inventory forms developed to determine employment needs. Of 250 applicants, 175 were interviewed and classified with an occupational code according to stature, personal qualities, degree of maturity, and hygienic condition, and 100 were placed. Employment records were kept up to date on both employee and employer cards and on a county situation map. Returns from employer and employee evaluation questionnaires and comments indicated that a majority were satisfied with the project. Employer acceptance of employees was good, but more and better supervision and training of employees were needed, and transportation and availability of drinking water were major problems. The county supervisors decided to continue the program as a function of the agricultural extension office. Samples of forms used, a list of enterprises involved, and news releases are included. (JM)

VT 005 532
New Horizons for North Dakota Women, Report of Conference (Bismarck, North Dakota July 17-18, 1964).

North Dakota Governor's Commission on the Status of Women, Bismarck
Women's Bureau (DOL), Washington, D.C.
North Dakota State Dept. of Labor, Bismarck
North Dakota State Unemployment Compensation Div., Bismarck
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 26p.

WORKING WOMEN; *SOCIAL STATUS; *ROLE CONFLICT; LABOR LEGISLATION; *CONFERENCE REPORTS; SPEECHES; SOCIAL CHANGE; *FEMALES; EMPLOYMENT PATTERNS; SOCIAL PROBLEMS; *CULTURAL OPPORTUNITIES; CIVIL RIGHTS LEGISLATION
NORTH DAKOTA; *CONFERENCE ON NEW HORIZONS FOR NORTH DAKOTA WOMEN, BISMARK, NORTH DAKOTA, JULY 17-18, 1964

The conference explored the circumstances under which women live, the problems they face, and ways to meet problems more effectively. Major addresses were given by Mrs. Esther Peterson, Assistant Secretary of Labor, and Mrs. Alice A. Morrison, Chief, Division of Legislation and Standards, Women's Bureau. Participants exchanged ideas and experiences during workshop discussions sponsored by (1) the education and home-community committees, (2) the public and private employment committees, and (3) the civil and political rights, social insurance and labor legislation committees. Mrs. Peterson related facts about the new life patterns of contemporary women including increased longevity, working wives, opportunities for continuing education, and expansion of community services for homemakers. She spoke of governmental programs affecting the status of women, and in conclusion, she challenged participants to make an intensive appraisal of women's role, rights and obligations in every phase of community life. Mrs. Morrison, speaking on state legislation of women's rights, observed that "the legal status of women is continually changing and improving, but some discriminations remain." She concluded that anti-discrimination efforts not only help women in this country, but set an example for the women of all nations. (FP)

VT 005 564   ED 023 829
The Psychiatric Aide in State Mental Hospitals. Public Health Service Publication No. 1286.

National Inst. of Mental Health, (DHEW), Bethesda, Md. Manpower Studies Unit
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.22:T95/12, $.60).
Pub Date - Mar65 126p.

*OCCUPATIONAL SURVEYS; *PSYCHIATRIC AIDES; HEALTH OCCUPATIONS EDUCATION; ON THE JOB TRAINING; RACIAL COMPOSITION; SUPERVISION; EMPLOYMENT STATISTICS; MARITAL STATUS; GEOGRAPHIC DISTRIBUTION; AGE; EDUCATIONAL BACKGROUND; EMPLOYMENT EXPERIENCE; SALARIES; PERSONNEL POLICY; COLLECTIVE BARGAINING; JOB ANALYSIS; WORK ENVIRONMENT; *PSYCHIATRIC HOSPITALS; INDIVIDUAL CHARACTERISTICS; OCCUPATIONAL INFORMATION; EMPLOYER ATTITUDES; WORK ATTITUDES; NURSES; EMPLOYEE ATTITUDES; QUESTIONNAIRES

Benchmark data essential to further study and action were obtained in 1963 from personnel records and interviews with representative samples of aides and nurses. Some findings were: (1) State and county mental hospitals employed approximately 96,000 psychiatric aides with eight states accounting for one-half, (2) Although there were wide variations among the states, national averages were 18 aides per 100 patients in state and county mental hospitals, 26 per staff psychiatrist or psychiatric resident, and 9 per registered nurse, (3) Six out of 10 aides were women and the median age was 44 for women and 38 for men, (4) Almost 50 percent of the aides had completed high school and 10 percent had had one to three years of college, while 5 percent had had fewer than eight years of elementary school, (5) When hired only 8 percent had had any relevant training and only 27 percent relevant experience, (6) Nonwhites were represented in excess of their proportion in the total labor force, (7) The median salary was $3,550, (8) 70 percent of the aides were supervised by a registered nurse, 3 percent by a licensed practical nurse, 19 percent by another aide, and 7 percent by a person with another job title, and (9) Formal training programs were in operation in nine out of 10 institutions and the median number of hours of instruction was 60 and of supervised ward training, 38. (JK)

VT 005 622   ED 023 832
The Effects of Automation on Occupations and Workers in Pennsylvania.

Pennsylvania State Employment Service, Harrisburg. Automation Manpower Services Section
EDRS PRICE MF-$0.50 HC-$4.25
Pub Date - May65 83p.

*TECHNOLOGICAL ADVANCEMENT; *INDUSTRY; *AUTOMATION; JOB LAYOFF; *EMPLOYMENT; *SKILL OBSOLESCENCE; RETRAINING; OCCUPATIONS
PENNSYLVANIA

To provide information on the relationship of automation to changing occupational patterns and related worker displacements, examples of automation and technological change in industry are given. Some summary findings are: (1) Technological advancements cause some jobs to disappear and also cause some new jobs to appear, (2) Many workers displaced from disappearing jobs usually do not possess the knowledge, skills, and education needed to perform the new, more highly skilled jobs, (3) Worker displacements are inherent in the process of automation, (4) It appears that worker displacements in smaller numbers or as isolated cases take place much more frequently than generally supposed, and (5) Corrective measures must be rapidly applied to prevent displaced workers from slipping into the unemployed habit. Examples of displacement due to automation are given in areas of (1) mining, (2) manufacturing, (3) transportation, communication, electric, gas and sanitary services, (4) wholesale and retail trade, (5) finance, insurance and real estate, (6) services, and (7) government. (DM)

VT 005 625   ED 023 833
Trained Manpower for To-Morrow's Agriculture. Documentation in Agriculture and Food.

Organisation for Economic Co-Operation and Development, Paris (France)
EDRS PRICE MF-$1.00 HC-$11.60
OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 ($4.50).
Pub Date - 66 230p.

*AGRICULTURAL EDUCATION; *MANPOWER DEVELOPMENT; OCCUPATIONAL SURVEYS; EDUCATIONAL NEEDS; *EMPLOYMENT PROJECTIONS; FOREIGN COUNTRIES; AGRICULTURAL TRENDS; *AGRICULTURAL PERSONNEL; STATISTICAL DATA; SURVEYS; STUDENT ENROLLMENT; EDUCATIONAL DEMAND; EDUCATIONAL RESOURCES; *MANPOWER NEEDS; MANPOWER UTILIZATION; PROGRAM PLANNING; METHODOLOGY; LABOR FORCE
FRANCE; SWEDEN

Training requirements were projected using survey data of agricultural employment needs and the number of students in agriculture in France and Sweden. Independent studies in each country investigated recent trends in agriculture, the present situation in agricultural education, employment training needs, and implications for the future. Projection methods used were analyzed. Conclusions were: (1) The present lack of data in rural education should be remedied, (2) Improved methods of forecasting the demand for agriculturally trained personnel are needed, and (3) Improved methods should be devised to measure the productivity of agricultural training. Essential types of data needed concerned manpower in agriculture, manpower in related agricultural activities, educational supply and demand, and educational resources. Further research was recommended on (1) methodology of projecting manpower supply and demand, (2) productivity of investment in agricultural education, (3) comparative advantages of differences in school size, class size, and course duration, (4) pedagogic problems of training, (5) other pedagogic problems, (6) relationships between training level and syllabus content, and (7) impacts of alternative syllabuses on resource needs in terms of buildings, equipment, textbooks, teaching, and auxiliary staff. (DM)

VT 005 647 ED 023 834
Ferris, John N.
Project '80, Rural Michigan Now and in 1980; Highlights and Summary. Research Report 37.

Michigan Agricultural Experiment Station, East Lansing
EDRS PRICE MF-$0.50 HC-$4.30
Bulletin Office, Michigan State University, Box 231, East Lansing, Michigan 48823.
Pub Date - 66 84p.

*RURAL ECONOMICS; ECONOMIC CLIMATE; RURAL FAMILY; AGRICULTURAL PERSONNEL; *RURAL ENVIRONMENT; RURAL EDUCATION; RURAL POPULATION; *AGRICULTURAL PRODUCTION; *AGRICULTURAL TRENDS; AGRICULTURE; BUSINESS; NATURAL RESOURCES; INDUSTRY; SOCIAL CHANGE; SOCIOECONOMIC INFLUENCES; FOOD; EXPORTS; LUMBER INDUSTRY
MICHIGAN; PROJECT 80

Project '80 is designed to answer three questions: (1) What will rural Michigan be like in 1980? (2) What can be done to change the course of events in directing Michigan's rural economy? and (3) What do rural people want it to be like in 1980? Faculty members prepared 50 discussion papers which were revelwed by leaders in rural areas and businesses directly concerned with the rural economy. Factors affecting rural Michigan's environment were (1) social economic climate, (2) political climate, (3) supply and demand for rural products and services, (4) U.S. demand for food, (5) U.S. export-import prospects for food, (6) organization of agricultural markets, and (7) demand for United States timber products. Necessary agriculture and agribusiness adjustments in farms, dairy, livestock, eggs and poultry, field crops, grain marketing, fruits and vegetables, farm labor, farm machinery and equipment, farm financing, food wholesaling and retailing, nursery industry, and floriculture were discussed. Natural resource problems were in use of land and water, recreation and tourism, timber production and industry, commercial fisheries, and fur bearing animals. Projection was made of adjustments as they affect rural people and rural living. The appendix contains data concerning rural Michigan and a listing of available Project '80 publications. (DM)

VT 006 024 ED 023 841
Shimberg, Benjamin; Moe, John V.
A Pilot Study to Determine the Feasibility of Investigating Nationally the Impact of Licensing Practices on the Availability and Mobility of Non-Professional Manpower in Occupations Where Skill Shortages Exist. Final Report.

Educational Testing Service, Princeton, New Jersey
Manpower Administration (DOL), Washington, D.C. Office of Manpower Research
EDRS PRICE MF-$0.50 HC-$5.35 91-32-68-18
Pub Date - May68 105p.

*CERTIFICATION; *STATE LICENSING BOARDS; STATE STANDARDS; TESTING PROGRAMS; CREDENTIALS; STANDARDS; LABOR SUPPLY; QUALIFICATIONS; MOBILITY; NONPROFESSIONAL PERSONNEL; OCCUPATIONAL INFORMATION; FEASIBILITY STUDIES; STATE LAWS; TESTS; QUESTIONNAIRES
TEXAS; ILLINOIS; FLORIDA; CALIFORNIA; NEW YORK

To carry out this study, personal interviews were conducted with licensing personnel in the geographically diverse states of New York, California, Florida, Illinois, and Texas. The nonprofessional occupations (those requiring not more than two years of post-high school training) examined for licensing requirements in at least one of the five states were practical nurses, plumbers, ophthalmic dispensers, dental hygienists, psychiatric technicians, clinical laboratory personnel, electricians, heating and air conditioning workers, and aircraft mechanics. Some of the factors believed to contribute toward the inhibitory effects of licensing on both job entry and interstate mobility were: (1) poor communication between applicants and licensing boards, (2) misleading application forms, (3) subjective and inconsistent training and/or experience requirements, (4) cost of licensure, (5) variable examining procedures, and (6) inadequate reciprocity agreements between states and areas within a given state. Further research directions were recommended. Copies of form letters and the interview guide are in the appendix. (ET)

VT 006 147 ED 023 842
Hardin, Einar And Others
Economic and Social Implications of Automation, Abstracts of Recent Literature. Vol. 3, Literature 1961-1965.

Michigan State Univ., East Lansing. School of Labor and Industrial Relations
DOCUMENT NOT AVAILABLE FROM EDRS.
School of Labor and Industrial Relations, South Kedzie Hall, Michigan State University, East Lansing, Michigan 48823 ($2.00).
Pub Date - 122p.

*ABSTRACTS; LABOR ECONOMICS; *AUTOMATION; *SOCIOECONOMIC INFLUENCES; ECONOMIC DEVELOPMENT; *RESEARCH; *TECHNOLOGICAL ADVANCEMENT; EMPLOYMENT; OCCUPATIONAL INFORMATION; ORGANIZATION; INDUSTRY; WORK ATTITUDES; INNOVATION; ADMINISTRATION; LABOR UNIONS; COLLECTIVE BARGAINING; PUBLIC POLICY

Abstracts and bibliographic information on social science research literature pertaining to this subject are grouped under the headings of: (1) Automation and Technological Change Concepts, Research Methods and Priorities, (2) General Surveys and Symposia, (3) Economic Growth, (4) Employment, Wages, Costs, and Output, (5) Job Content and Requirements, Selection and Training, and Job Design, (6) Formal and Informal Plant Organization, (7) Job Satisfaction and Attitudes Toward Change, (8) Planning and Administration of Change, (9) Unionism and Collective Bargaining, (10) Community and Society, and (11) Labor Market Policy and Programs. Most items reflect economic, psychological, and sociological correlates and effects of technological change. Descriptions of technology were included only when they appeared relevant to the problem of measuring the state of technology or its direction and rate of change. The content includes a list of related bibliographies and a glossary of acronyms. The 300 items in the bibliography are indexed by author. (DM)

VT 006 159
Farm Labor Developments. First Issue 1968.

Bureau of Employment Security (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb68 61p.

*AGRICULTURAL LABORERS; *EMPLOYMENT TRENDS; *RURAL ECONOMICS; FOREIGN STUDENTS; AGRICULTURAL EDUCATION; INCOME; ECONOMIC DISADVANTAGEMENT; *MIGRANT WORKERS; *FOREIGN WORKERS; SEASONAL EMPLOYMENT; AGRICULTURAL TRENDS; EMPLOYMENT OPPORTUNITIES; OFF FARM AGRICULTURAL OCCUPATIONS; EMPLOYMENT STATISTICS

Major content of this review and outlook issue includes: (1) trends in foreign worker employment, (2) the Japanese Agricultural Training Program, (3) reports on rural poverty, (4) "The Changing Structure of Agriculture," by C.S. Cronemeyer, (5) "Opportunities for Youth in Agribusiness," by Lloyd Dowler, and (6) employment tables. (DM)

VT 006 321 ED 023 850
Perspectives in Manpower Planning. An Edinburgh Group Report.

Institute of Personnel Management, London (England)
EDRS PRICE MF-$0.50 HC-$4.65
Institute of Personnel Management, 5 Winsley Street, Oxford Circus, London, W. 1, England ($1.44).
Pub Date - Dec67 91p.

MANPOWER UTILIZATION; EMPLOYMENT PROJECTIONS; MANPOWER NEEDS; *MANPOWER DEVELOPMENT; *PLANNING; GOVERNMENT ROLE; DATA ANALYSIS; *BUSINESS; *INDUSTRY; SOCIOECONOMIC INFLUENCES; EDUCATIONAL NEEDS; INFORMATION NEEDS; ORGANIZATIONAL CLIMATE; *ORGANIZATIONAL CHANGE
*ENGLAND

The examination of manpower planning as an important management activity rather than as a specialist technique is the purpose of this pamphlet. "The Climate of Manpower Planning" describes the present circumstances in which manpower studies are carried out and the national economic and political forces which affect organizations. "Motivation for Manpower Studies," "Manpower Analysis," and "Manpower Utilization: The First Priority"discuss the company involvement such planning and basic information gathering systems, and emphasize the need for studies of manpower utilization. "Manpower Forecasting" and "Manpower Planning in the Organization" distinguish between manpower forecasting and manpower planning, and indicate how a forecast is turned into a plan. "Manpower and Government" discusses the role of government in national manpower investigations. "Manpower and Training" shows how national training needs and requirements can be closely linked to a manpower plan. "Manpower and Education" discusses the implications of present trends in the educational system for the future availability of manpower. (EM)

VT 006 752
Thompson, John F.
A Guide to Surveying Your Community for Youth Employment Opportunities in Agricultural Businesses and Services.

Wisconsin Univ., Madison. Dept. of Agricultural and Extension Education
Wisconsin Association of Vocational Agriculture Instructors, Curriculum Committee
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 24p.

*AGRICULTURAL EDUCATION; *GUIDELINES; INTERVIEWS; EMPLOYMENT OPPORTUNITIES; *OFF FARM AGRICULTURAL OCCUPATIONS; EDUCATIONAL NEEDS; *COMMUNITY SURVEYS; *RESEARCH METHODLOGY; DATA SHEETS; DATA PROCESSING; TECHNIQUES; EMPLOYMENT PROJECTIONS

Developed by teacher educators and validated by vocational agriculture instructors, this interview guide is for use in determining: (1) community agricultural employment opportunities, (2) functions performed by agricultural businesses, (3) the number of persons employed by job title, (4) the number of entry opportunities by job title, (5) job descriptions of agricultural employees, and (6) the level of training necessary for employment. Sample copies are provided of the interview form, interview guide, explanatory letter, and data reporting tables. Information obtained by the interview guide may be used by teachers in course and lesson planning. (DM)

EVALUATION
AND MEASUREMENTS
SECTION

VT 000 003
Annis, William H., And Others
Guidelines for Evaluating Secondary Vocational Programs in Ornamental Horticulture.

New York State Education Dept., Albany
New Hampshire Univ., Durham. Dept. of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 29p.

*HORTICULTURE; *VOCATIONAL AGRICULTURE; *PROGRAM EVALUATION; *PROGRAM PLANNING; *GUIDELINES; HIGH SCHOOLS

Three interstate conferences were held to develop evaluation guidelines for secondary education horticulture programs. Conference participants were representatives of operating horticulture programs in New Hampshire, Massachusetts, Pennsylvania, New York, and Connecticut. The report of their efforts is presented in three sections: (1) Planning for Organizing Programs, (2) Evaluation of Instruction in On-Going Secondary Horticulture Programs, and (3) Utilization of the Results of Program Evaluation. The first section outlines procedures for goal establishment, clientele and staff determination, organization, student selection, work experience programs, facilities, coordination, and teacher selection. Evaluation procedures are outlined for congruency of operations and goals, selection practices, instruction, work experience, facilities, and professional staff improvements. Among suggestions for utilizing results of program evaluation are outcome evaluation, data classification, emerging goal appraisal, goal establishment, and decision making. A bibliography of materials relating to the organization of horticulture programs contains lists of books, publications of the government, learned societies, and other organizations, periodicals, and unpublished material. (JM)

VT 000 561 ED 021 951
Persons, Edgar A., And Others
Investments in Education for Farmers; Summary of an Economic Study of the Investment Effects of Education in Agriculture.

Minnesota Univ., St. Paul
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.80 OEC-6-85-091 08
BR-5-0177

Pub Date - Jan68 54p.

*AGRICULTURAL EDUCATION; *ADULT FARMER EDUCATION; *FARM MANAGEMENT; *COST EFFECTIVENESS; FARM ACCOUNTS; *PROGRAM EVALUATION; FARMERS; PROGRAM COSTS
MINNESOTA

To investigate the value of an educational investment for farmers and the community, a study was initiated to examine the relationships between costs and benefits. An instructional program in farm business and resource management from 1959-65 was considered as the educational investment, and benefits were assessed by examining 3,518 business records of enrolled farmers. A benefit-cost analysis revealed: (1) A farmer can expect to realize about $4 of labor earnings for each dollar of investment in educational programs in farm business and resource management, (2) where the benefits to the community were calculated as an aggregate rise in farm labor earnings and cost included the aggregate cost borne by the community the ratio was approximately 2:1, where the cost included farm sales as a measure of business activity the ratio was 9:1, (3) Diminishing marginal return effects were observable in educational investments, (4) Over the 6-year period the cost effectiveness of the educational program was not constant, and (5) A rigorous, highly structured, and goal directed educational program in farm business management proved to be an excellent educational investment for the communities in this study. This report is a summary of VT 004 315. (DM)

VT 000 937
Guidelines for Conducting Follow-Up Studies of Vocational and Technical Education Students. Bulletin No. 2152.

Michigan State Dept. of Public Instruction, Lansing. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 16p.

*GUIDELINES; *VOCATIONAL FOLLOWUP; QUESTIONNAIRES; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *RESEARCH METHODOLOGY

This publication was prepared to provide guidelines for planning and carrying out follow-up studies of vocational and technical graduates. The guidelines cover (1) initiating, (2) supervising, (3) functions, (4) planning, (5) establishing purposes, (6) determining scope, (7) planning method, (8) preparing mailing list, (9) locating participants, (10) estimating cost, (11) setting time limits, (12) preparing forms, (13) gathering information, (14) tabulating data, (15) interpreting data, and (16) preparing the report of the follow-up study. The appendix contains a sample letter and questionnaire. (EM)

VT 000 938
What's Happening to Colorado's Vocational Agriculture Graduates?

Colorado State Board for Vocational Education, Denver. Agricultural Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 8p.

*VOCATIONAL AGRICULTURE; *HIGH SCHOOL GRADUATES; *VOCATIONAL FOLLOWUP; *GRADUATE SURVEYS

Questions regarding the curriculum emphasis in vocational agriculture and the availability of job opportunities in agriculture, in light of the declining number of farms, prompted a state followup of vocational agriculture graduates. Graduates of 1958 and 1963, 846 former students, were surveyed to determine their current occupational status. The findings revealed that, for the 1958 group, none of those available for employment was unemployed. Employed were 47 percent in production agriculture, 14.3 percent in off-farm agricultural occupations, 19.1 percent in occupations related to mechanical skills, and 19.5 percent in non-agricultural, non-mechanical occupations. Of the 1963 graduates, 2.1 percent were unemployed, 37 percent were in college, and 53 percent were available for employment. Of those employed, only 4.3 percent were in non-agricultural occupations while 75 percent were in agricultural occupations. Plans were established to gather data each year on the current class and the class which had been out of school for 5 years in order to identify trends which may have implications for curriculum planning. (JM)

VT 000 941
Schaefer, Carl J.; Shemick, John M.
Pennsylvania Meets the Challenge of Retraining; Case Studies of a Three Pronged Attack, Project Sponsored by the Pennsylvania Dept. of Public Instruction, From July 1962 to December 1963.

Pennsylvania State Univ., University Park. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 96p.

ADULT VOCATIONAL EDUCATION; UNDEREMPLOYED; *VOCATIONAL RETRAINING; *UNEMPLOYED; *CASE STUDIES (EDUCATION); *PROGRAM EVALUATION; *JOB PLACEMENT; FOLLOWUP STUDIES; INDIVIDUAL CHARACTERISTICS; TEACHER QUALIFICATIONS; COURSE DESCRIPTIONS; SEWING MACHINE OPERATORS; SHEET METAL WORKERS; MACHINE TOOL OPERATORS
PENNSYLVANIA; WILKES BARRE; POTTSVILLE; PHOENIXVILLE; AREA REDEVELOPMENT ACT PROGRAMS; PENNSYLVANIA RETRAINING ACT PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS; PTA PROGRAMS

Three training situations for retraining the unemployed and underemployed were studied with special emphasis on the trainers. Steps included identification of initial status, collection of explanatory data, evaluation, and recommendations for adjustment and improvement. The cases were: (1) The Wilkes-Barre Case under the Pennsylvania Retraining Act (PRA), 120 hours for power sewing machine operators, (2) the Pottsville Case under the Area Redevelopment Act, 624 hours for sheet metal machine operators, and (3) the Phoenixville Case under the Manpower Development and Training Act (MDTA), 1,560 hours for machine tool operators. The overall quality of instruction in each program was questioned. The most significant fact was the high positive relationship between length of training and earning power--the MDTA group earned 58 percent more per hour than those trained under the PRA. Recommendations were: (1) Some form of job trials should be incorporated as part of the selection process to assist trainees in making a valid occupational choice, (2) Permanent facilities for training the unemployed should be established throughout the state, (3) Retraining programs should emphasize proper work attitudes as equally important as occupational skills, (4) There should continue to be provisions for retraining programs of a job-, intermediate-, and field-oriented type to meet the needs of all unemployed individuals. (SL)

VT 001 101
Ryley, Frederick, Comp.
Report on the Manpower Development and Training Program, Mattoon, Illinois.

Illinois State Board of Vocational Education and Rehabilitation, Springfield
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 17Mar66 17p.

*VOCATIONAL FOLLOWUP; *GRADUATES; *ADULT VOCATIONAL EDUCATION; *FEDERAL PROGRAMS; INCOME; PARTICIPANT SATISFACTION; EMPLOYMENT EXPERIENCE
MATTOON MANPOWER TRAINING CENTER; ILLINOIS; MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

A questionnaire was mailed to 214 graduates of the arc welding and turret lathe operator programs conducted at the Mattoon Manpower Training Center. Usable returns were received from 145 graduates. Response of 138 graduates to an educational background question indicated that 68.1 percent had completed the 12th grade while only 9.4 percent had completed the 8th grade or less. The majority of the graduates were extremely satisfied with the training they had received and 87.5 percent were employed full time with 39.8 percent employed in occupations for which they were trained, 21.1 percent in related occupations, and 39.1 percent in unrelated occupations. The trainee's average yearly salary before training was $2,620.00 and after training $4,979.00. The average annual income tax paid before training was $44.00 and after training $398.00, indicating that in 2 years and 10 months, additional federal income tax paid by manpower program graduates will repay the total cost of training. (PA)

VT 001 265
National Standard Vocational Agriculture Safety Inspection Check List.

Joint Safety Committee of the American Vocational Association and the National Safety Council.
MF AVAILABLE IN VT-ERIC SET.
National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611 ($1.35 per 50).
Pub Date - Feb66 6p.

*VOCATIONAL AGRICULTURE; *AGRICULTURAL SAFETY; *CHECK LISTS; *STANDARDS

Standards for vocational agriculture safety are presented in checklist form for use in making regular inspections. Divisions include (1) instruction, (2) personal protection, (3) accident records, (4) classroom and laboratory, (5) agricultural mechanics shop, (6) housekeeping, (7) hand and power tools, (8) electrical safety, (9) school and land laboratory, and (10) field trips and farm visits. Space is provided at the end of the form for making recommendations for all items marked unsatisfactory. (JM)

VT 001 271
O'Connor, Thomas J.
Follow-Up Studies in Junior Colleges; A Tool for Institutional Improvement.

American Association of Junior Colleges, Washington, D.C. Student Personnel Commission
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 77p.

*GUIDELINES; *FOLLOWUP STUDIES; *JUNIOR COLLEGES; TRANSFER STUDENTS; TECHNICAL EDUCATION; GRADUATE SURVEYS; VOCATIONAL FOLLOWUP; DROPOUTS; COLLEGE STUDENTS; PROGRAM IMPROVEMENT; *PROGRAM EVALUATION

A guide to the philosophy, planning, and use of followup studies is presented in this bulletin. The content was selected to (1) demonstrate the value of followup studies, (2) give examples of successful practices, (3) provide guidelines for organizing followup studies, (4) suggest implications of information gained from research, and (5) encourage more 2-year colleges to collect necessary data and apply them toward improvement of their programs. Two-year colleges must be especially sensitive to all sociological and technical changes and followup is an indispensable aid to their vitality, efficiency, and productivity. Some uses of followup data are (1) establishing student characteristics norms, (2) evaluating entrance requirements, (3) appraising counseling services, (4) evaluating placement services, and (5) ascertaining the usefulness of the public relations program. Sample questionnaire forms are given for 17 purposes such as (1) occupational followup, (2) alumni information, (3) withdrawal analysis, (4) counseling evaluation, and (5) curriculum evaluation. (EM)

VT 001 352 ED 023 785
Business Education; Progress Report and Programs Developed under Manpower Development and Training Act.

California State Dept. of Education, Sacramento. Bureau of Business Education
EDRS PRICE MF-$0.75 HC-$7.55
Pub Date - 64 149p.

*ADULT VOCATIONAL EDUCATION; *BUSINESS EDUCATION; JOB PLACEMENT; STUDENT CHARACTERISTICS; FOLLOWUP STUDIES; *PROGRAM EVALUATION; *PROGRAM DEVELOPMENT; *FEDERAL PROGRAMS
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; CALIFORNIA; MDTA PROGRAMS

Over 47 percent of the Manpower Development and Training Act (MDTA) projects have been in the field of business. This report reviews progress in developing these training programs in California over the past two years and indentifies characteristics of some of the procedures involved in organizing, supervising, and evaluating such training. By June 30, 1964, 1,371 people had been enrolled in MDTA stenographic training; 1,256 in MDTA clerk-typists courses, and 958 in all other business courses. Of these, 1,965 completed training, 683 were in training on June 30, 1964, and 937 were classified as drop-outs. Of those who had completed training and for whom job placement figures were available, 70 percent of the stenographers, 64 percent of the clerk-typists, and 56 percent of all other business trainees were placed in training related jobs. Characteristics of trainees, some problems and issues in MDTA needing research, opinions of persons involved in the program for evaluation, and a follow-up study by Fresno City College of a stenographic MDTA program are included. (PS)

VT 001 639
Ehresman, Norman D., And Others
An Analysis of the Effectiveness of the MDTA Institutional Programs in North Dakota, 1962-1966. Research Report No. 12.

North Dakota Univ., Grand Forks. Center for Research in Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May68 53p.

*ADULT VOCATIONAL EDUCATION; STATE SURVEYS; GRADUATE SURVEYS; *VOCATIONAL FOLLOWUP; *PROGRAM EVALUATION; PROGRAM EFFECTIVENESS; *FEDERAL PROGRAMS
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS; NORTH DAKOTA

All of the 637 graduates of Manpower Development and Training Act institutional training programs in North Dakota between October 1962 and September 1966, who had been in the labor market for at least 1 year, were mailed questionnaires to aid in analyzing the training's effectiveness. All of the graduates were unemployed prior to training and most were from rural areas and small cities. Over 60 percent (388) of the questionnaires were returned, and a random sample of 34 (14 percent) of the non-respondents was located to complete the questionnaire. The non-respondent data was compared to respondent data to be certain that a biased sample did not exist. Some conclusions of the survey and of personal contacts with both graduates and teachers were: (1) 93.56 percent of the graduates were employed, (2) Graduates' hourly wages were higher than could be expected for untrained workers, (3) Graduates employed out-of-state received the highest wages, (4) The training provided a means for the trainee to explore related occupations, and (5) Graduates employed in trade and industrial and technical occupations earned higher hourly wages than did those employed in other fields. Appendices contain statistical tables and copies of the questionnaire and cover letters. (ET)

VT 001 811 ED 019 404
Jeffs, George A.
Occupational Aspiration Scale for Females.

Ed W. Clark High School, Las Vegas, Nev.
EDRS PRICE MF-$0.25 HC-$2.60
Pub Date - 63 50p.

*ASPIRATION; OCCUPATIONS; *VOCATIONAL INTERESTS; *FEMALES; TEST CONSTRUCTION; *INTEREST TESTS; *SOCIAL STATUS; QUESTIONNAIRES

Occupational titles usable in assessing, occupational goals of senior high school females were selected as the first step in establishing an occupational aspiration scale for females. A list of 117 occupational titles, compiled from three previous studies and "The Dictionary of Occupational Titles," was rated on a six-level scale as to its general standing by approximately 1,000 girls in grades 9 through 12 from four communities in Utah and Nevada. Mean prestige ratings were determined and placed in rank order. Lawyers had the highest and telegraph messengers the lowest mean prestige rating. The 177 were subjected to acceptance rejection criteria involving student response and listing in previous studies, and 80 were selected for use in the scale. Ratings ranging from 2.0 to 10.0 were assigned to each title, and the titles were divided into 10 weight categories. The scale and scoring key, the list of 117 occupations, the selection-rejection chart, the mean prestige ratings, and a bibliography are included. The next step is to establish the validity and reliability for the scale. (MS)

VT 002 513 ED 023 791
Achievement Test Program.

Ohio State Dept. of Education, Columbus. Trade and Industrial Education Service
EDRS PRICE MF-$0.25 HC-$2.40
Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (no charge).
Pub Date - 67 46p.

*TRADE AND INDUSTRIAL EDUCATION; *ACHIEVEMENT TESTS; *TESTING PROGRAMS; TEST CONSTRUCTION; TEST RELIABILITY; TEST VALIDITY; TEST INTERPRETATION; TESTING; MULTIPLE CHOICE TESTS; PROGRAM DESCRIPTIONS
*OHIO TRADE AND INDUSTRIAL EDUCATION ACHIEVEMENT TEST

The Ohio Trade and Industrial Education Achievement Test battery is comprised of seven basic achievement tests: Machine Trades, Automotive Mechanics, Basic Electricity, Basic Electronics, Mechanical Drafting, Printing, and Sheet Metal. The tests were developed by subject matter committees and specialists in testing and research. The Ohio Trade and Industrial Education Services, Instructional Materials Laboratory publishes and distributes the tests and provides the services of scoring, reporting, and evaluating test results. The tests have been continuously revised since 1958 through study of item analyses; content, construct, and predictive validities; reliability coefficients; and standard error of measurements. The trade tests, the Stanford Arithmetic Achievement Test, and the California Survey of Mental Maturity have been normed of the same population to allow generalizations about an individual's intelligence and achievement scores. The multiple-choice questions require the student to solve problems, analyze data, recall specific facts, react to generalizations, use abstractions, and put together parts to form a whole. Administration time for the various tests varies from 4½ to 7½ hours. The test results aid in curriculum reorganization and improvement of instruction, as well as provide information on student achievement. The appendixes provide test profile norms and a list of schools participating in the testing program. (HC)

VT 002 573 ED 021 040
Pride of Performance Survey. Final Report.

Utah Research Coordinating Unit for Vocational Education, Salt Lake City
EDRS PRICE MF-$0.25 HC-$0.50 OEG-4-7-063046-1612 08
BR-6-3046
Pub Date - 67 8p.

*VOCATIONAL EDUCATION; *EDUCATIONAL TELEVISION; *PROGRAM EVALUATION; QUESTIONNAIRES; STUDENT REACTION; STATE SURVEYS; *PROGRAM EFFECTIVENESS
PRIDE OF PERFORMANCE; UTAH

Of 1,100 questionnaires submitted to randomly selected vocational agriculture students, 394 or 36 percent were returned to provide information for evaluating the effectiveness of an educational television program, "Pride of Performance," designed to enhance the image of vocational education and to evoke greater student participation in vocational education programs. It was predicated that the most favorable results would be found among the select group of vocational education students and their parents. Hence, if results were not favorable, then other groups would yield even more negative results. Some findings were: (1) Of 304 respondents, 79 percent had never viewed the television program, (2) Of 258 respondents, 41 percent did not receive the program on their television set, (3) Of 233 respondents, 14 (6 percent) reported that the program caused them to plan to take more vocational courses, and (4) Of 237 respondents, 31 (13 percent) said their opinion of vocational occupations improved as a result of seeing the program. It was recommended that vocational directors and vocational teachers be called upon to integrate the program into the overall curriculum, a wide television reception capability be sought, the television program's format to be altered to make it more palatable and instructional, and if recommendations could not be carried out, the program be discontinued. The program was discontinued, and a replacement was to be considered. (SL)

VT 003 273
Evaluation of Your Cooperative Distributive Education Program. Bulletin No. 1070.

Louisiana State Dept. of Education, Baton Rouge. Distributive Education Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 24p.

*DISTRIBUTIVE EDUCATION; *PROGRAM EVALUATION; EVALUATION METHODS; EDUCATIONAL FACILITIES; CURRICULUM; PROGRAM COORDINATION; PROGRAM ADMINISTRATION; *COOPERATIVE EDUCATION; *SELF EVALUATION

The purpose of this document is to provide the distributive education personnel and local school administrators with a self-evaluation instrument. Fundamentals conducive to sound training in distributive education are listed in statement form for each area to be evaluated: (1) basic concepts, (2) physical facilities, (3) library, (4) selection and placement of students, (5) cooperative training stations, (6) coordination, (7) use of records, (8) instruction, (9) adult education, (10) professional attitudes, and (11) public relations. (MM)

VT 003 550
Chansky, Norman N.
The Introduction to Vocations Course: An Evaluation, Summary.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun64 11p.

*OCCUPATIONAL GUIDANCE; *VOCATIONAL DEVELOPMENT; *CURRICULUM EVALUATION; GRADE 9
NORTH CAROLINA

"The Introduction to Vocations Course--An Evaluation" is summarized. See abstract VT 003 551 which is the complete study. (MM)

VT 003 551
Chansky, Norman
The Introduction to Vocations Course: An Evaluation.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan64 130p.

*OCCUPATIONAL GUIDANCE; *VOCATIONAL DEVELOPMENT; *CURRICULUM EVALUATION; ACADEMIC APTITUDE; VOCATIONAL INTERESTS; *CAREER CHOICE; TEAM TEACHING; GRADE 9; COMPARATIVE ANALYSIS; EXPERIMENTAL GROUPS; CONTROL GROUPS
NORTH CAROLINA

The purpose of the study was to evaluate the Introduction to Vocations (IV) course by use of objective and subjective tests, teacher diaries, teacher interviews, case studies, and parent judgments. Hypotheses to be tested were: (1) IV students will make greater gains in aptitudes than the control group, will become more specific in vocational interest, will become more fact oriented and less fantasy oriented with respect to occupational information, will become more stable in career choices, and more specific in stating associated factors and educational requirements of a career, and will differ with respect to statements of traits which are necessary and not necessary for a career, values resulting from work, and dangers present in an occupation, and (2) Team teaching will result in greater learning than the individual teacher approach. In 28 of the participating schools an individual teacher administered the program, and in 20 a team of teachers administered it. Both the IV students and control groups were evaluated by pretest, post-test methods. Findings were: (1) The hypothesis that IV students would make greater gains in aptitudes was not supported except on an individual basis, (2) Few differences in becoming more specific in vocational interests appeared between groups, except that IV students did give more mature reasons for their selection and made alternative choices at the same level of responsibility, (3) Differences between the groups were negligible, regarding fact or fantasy orientations with respect to occupatioal information, (4) The IV group was not more stable in career choice, (5) The IV group gave reasons for entering a career that were related to job features, cited personality as the most important trait, and were more aware of dangers inherent in the job, and (6) Team teaching did not influence achievement test scores any more than did the individual approach. (MM)

VT 004 016
Benjamin, Gerald R.
Significant Job Success Factors Found in Work-Study Programs in Five Major New York State Cities. Final Report.

New York State Education Dept., Albany. Bureau of Occupational Education Research
Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation
MF AVAILABLE IN VT-ERIC SET.
BOR-2
Pub Date - Jul67 323p.

*WORK STUDY PROGRAMS; *PROGRAM EVALUATION; GRADUATE SURVEYS; STUDENT ATTITUDES; GRADE POINT AVERAGE; PROGRAM ADMINISTRATION; COUNSELING EFFECTIVENESS; JOB TENURE; *SUCCESS FACTORS; URBAN SCHOOLS; *HIGH SCHOOL GRADUATES; *EMPLOYMENT; *VOCATIONAL EDUCATION; MENTALLY HANDICAPPED; PROGRAM DESCRIPTIONS
NEW YORK

The purpose of the study was to identify aspects found in secondary school vocational study programs that seem to be closely related to graduates' job success. Five variables relating to the work-study programs and four variables relating to job success were used as criteria in determining which graduates had been the most occupationally successful. Data were received from a random 20 percent of 246 of the graduates who participated in the vocational work-study programs in five major city school districts. Of the 20 hypotheses tested, only 2 were found to be significant at the .05 level of confidence: (1) The students' grade point averages will have a positive relationship to the "Dictionary of Occupational Titles" classification of graduates' jobs, and (2) Assignment of students to work-study job stations related to their major field will be realted to the proportion of students' time employed after graduation. Some of the findings relating to the programs were: (1) Approximately 76 percent of the sample felt the program had helped them since graduation, (2) Approximately 80 percent felt they did better in school work while in the program, (3) Only 21 percent of the males and 70 percent of the females were placed in work-study program situations complimenting and extending their vocational programs, and (4) Relative minor emphasis was given to the guidance function of the 5 work-study programs. Data relating to employment revealed that (1) About 69 percent had a job when they left school upon graduation and an additional 12 percent found jobs within 30 days, (2) Approximately 82 percent were earning more than $1.51 per hour, and (3) The graduates' success on the job related to placement in jobs for which they had received specific training. A summary of the study is given in VT 005 269. (MM)

VT 004 099 MP 000 323
Gloege, William P.
Evaluation of "Project 44", The Job Corps Capital Center. Final Report.

American Institutes for Research, Silver Spring, Md.
EDRS PRICE MF-$0.25 HC-$2.10
AIR-E98-10/66-FR
Pub Date - Oct66 40p.

*DISADVANTAGED YOUTH; OUT OF SCHOOL YOUTH; STUDENT EVALUATION; INTERVIEWS; FEDERAL PROGRAMS; POVERTY PROGRAMS; *VOCATIONAL EDUCATION; *WORK EXPERIENCE PROGRAMS; *PROGRAM EVALUATION; READING IMPROVEMENT; STUDENT ATTITUDES; EMPLOYER ATTITUDES
WASHINGTON, D.C.; JOB CORPS; PROJECT 44

The impact of the Washington, D.C. Job Corps Center program on the behavior and attitudes of the approximately 44 participating Job Corpsmen was evaluated. Some of the purposes of the Center were to (1) bring outstanding Corpsmen to Washington as a reward for superior performance in their centers, (2) provide further vocational and educational training with actual job experience, and (3) determine the effects on Corpsmen of reentry into community life. The impact of the program was measured by an analysis of (1) work supervisor evaluation ratings of 39 Corpsmen, (2) interviews with two of the four Corpsmen advisors, with work supervisors of 40 Corpsmen, and with 30 Corpsmen for at least 2 hours each, and (3) Corspmen scores on the California Achievement Reading Tests. Findings included: (1) A large majority of the work supervisors were satisfied with the performance of the Corpsmen in their jobs, nearly half of whom appeared to be showing improvement in their performance, (2) The average improvement in reading ability over a 2-month period for 25 Corpsmen was 1.60 grade levels, (3) In general, job aspirations of Corpsmen rose, (4) A majority of Corpsmen in clerical work were dissatisfied with their jobs, and (5) Most Corpsmen felt that the program was personally beneficial. (PS)

VT 004 152 ED 016 108
Manual for the USES General Aptitude Test Battery. Section IV, Norms, Specific Occupations.

Employment Service, Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L7.25/3--AP8/3/Sec. IV, $1.50).
Pub Date - May66 96p.

APTITUDE; *EMPLOYMENT POTENTIAL; *OCCUPATIONS; *TEST INTERPRETATION; *APTITUDE TESTS; CODIFICATION; INDEXES (LOCATERS)
GENERAL APTITUDE TEST BATTERY

Norms are shown in terms of cutting scores for each of the aptitudes found to be significant for the occupation. The standard error of an obtained score for each aptitude of the General Aptitude Test Battery is approximately seven points. Included in the manual are (1) an alphabetical index to aptitude test batteries, (2) an industrial index to aptitude test batteries, and (3) minimum aptitude requirements for approximately 420 occupations in the nine areas measured by the test. The Dictionary of Occupational Titles code number and the number of a pertinent technical report are given for each occupation. (MM)

VT 004 239 ED 016 118
Technical Report on Standardization of the General Aptitude Test Battery, General Working Population Norms Study for Puerto Rico.

Employment Service, Washington, D.C.
Puerto Rico Employment Service, San Juan
EDRS PRICE MF-$0.25 HC-$0.75
Pub Date - Dec65 13p.

*STANDARDIZED TESTS; *APTITUDE TESTS; *PREDICTIVE ABILITY(TESTING); EMPLOYMENT STATISTICS; TEST VALIDITY; TESTING; TEST RESULTS; LABOR FORCE
GENERAL APTITUDE TEST BATTERY; PUERTO RICO

The possibility of predictive error when applying U.S. mainland norms for the General Aptitude Test Battery to the employment counseling and selection process in Puerto Rico, prompted a study to establish local norms for the Spanish language version, Bateria General de Pruebas de Aptitud. A stratified quota sample of 1,500 persons was selected from the Puerto Rican general working population after consideration of occupation, sex, age, and geographic location. The major departure from random selection was caused by some employers' refusal to free employees for testing. Occupational stratification was based on the revised Bureau of the Census occupational classification system. The ratio of males to females was 65 to 35, the usual wage range from 18 to 45, and no person was included who had completed less than the sixth grade. When the results were compared with assumed distributions having the mean of any aptitude as 100 and the standard deviation as 20, all scores departed significantly from this base. Every aptitude except manual dexterity was below its statewide counterpart at or beyond the .01 level. Manual dexterity was above its counterpart at the .01 level. A conversion table giving Puerto Rican cutting score equivalents based on Puerto Rican means and standard deviations is included. (EM)

VT 004 241 ED 016 119
Technical Report on Development of USES Aptitude Test Battery for Counselor, Camp.

Employment Service, Washington, D.C.
California State Employment Service, Sacramento

New York State Employment Service, Albany
EDRS PRICE MF-$0.25 HC-$1.10
S-209
Pub Date - Feb67 20p.

*CAMP COUNSELORS; *APTITUDE TESTS; EMPLOYMENT QUALIFICATIONS; *TEST VALIDITY; OCCUPATIONAL INFORMATION; PERSONNEL EVALUATION
GENERAL APTITUDE TEST BATTERY; CALIFORNIA; NEW YORK

Occupational norms in terms of minimum qualifying scores for the aptitude measures which predict job performance were established. The General Aptitude Test Battery and two criterion measures of supervisory ratings were tested on two samples, one consisting of 34 male and 56 female camp counselors employed in New York state summer camps in 1965, and the other of 24 male and 41 female camp counselors from five Southern California summer camps. Final norms were derived on the basis of a comparison of the degree to which trial norms consisting of various combinations of General Learning Ability, Verbal Aptitude, Clerical Perception, and Motor Coordination, at trial cutting scores, were able to differentiate between 66 percent of the sample considered to be good worrkers and 34 percent considered to be poor workers. Norms of 100 for General Learning Ability, 95 for Verbal Aptitude, and 105 for Clerical Perception provided optimum differentiation for the occupation of camp counselor. A sample rating instrument and results of the various statistical tests of the data are included. (EM)

VT 004 315 ED 021 989
Persons, Edgar A., And Others
An Economic Study of the Investment Effects of Education in Agriculture. Final Report.

Minnesota Univ., St. Paul. Dept. of Agricultural Education
EDRS PRICE MF-$0.75 HC-$8.85 OEC-6-85-091 08
BR-5-0177
Pub Date - Apr68 175p.

*AGRICULTURAL EDUCATION; *ADULT FARMER EDUCATION; *FARM MANAGEMENT; *PROGRAM EVALUATION; *COST EFFECTIVENESS; FARM ACCOUNTS; PROGRAM COSTS; FARMERS

To determine the absolute economic return to adult farm business management education, the diminishing marginal return effect from added increments of education, and benefit-cost ratio of the educational program for participants and the sponsoring community, data were collected from 3,578 farm business records representing farmers enrolled in farm business management education in 1959-65. A purposive sample of well-organized records was used to compute the benefit-cost ratio. Farmers participating in the educational program were generally younger, better educated, and more affluent than the average farmer described in census data. Polynomial curvilinear regression statistical techniques describe the relationship between investment in farm business management education and three measures of economic success: farmer's labor earnings, return to capital and family labor, and total farm sales. Farmer's labor earnings and farm sales increased rapidly during the first three years of instruction, declined for the fourth, fifth, and sixth years and then increased rapidly in subsequent years. The benefit-cost ratio for individual farmer participants was 4.20:1. The community benefit-cost ratio when increased business activity was measured by increased farm sales was 9.00:1. The study assists in establishing a rationale for educational programs to increase community assets and describes an educational model for efficient program operation and growth. A summary of this study is available as VT 000 561. (DM)

VT 004 333 ED 021 990
Erickson, Lawrence W.; Oliverio, Mary Ellen
Evaluative Criteria for Survey Instruments in Business Education. Monograph No. 111.

South-Western Publishing Co., Cincinnati, Ohio
EDRS PRICE MF-$0.50 HC-$5.15
Pub Date - Mar64 101p.

*BUSINESS EDUCATION; *SURVEYS; *EVALUATION CRITERIA; *RESEARCH METHODOLOGY; *RESEARCH TOOLS; DATA COLLECTION; DATA ANALYSIS

Survey instruments of many kinds are being used extensively in most states for gathering needed data which may be relevant in solving various educational problems. This study presents evaluative criteria and evaluative criteria test items which can be used to serve as guidelines in the designing, constructing, and evaluating of survey instruments and survey reports. Procedures in preparing this report included: (1) More than 300 survey instruments and completed intensive study was made of the published literature since 1930 in an effort to isolate and consolidate additional evaluative criteria, and (3) These evaluative criteria, together with evaluative test items for each criterion, were classified. For each criterion, several criterion test items are given to aid the evaluator in making value judgments about the degree to which the particular instrument is fulfilling the criterion listed. Provision is made after each criterion test item for the evaluator to rate that particular item. Chapters of the report are (1) Prerequisites to Planning a Survey, (2) Types of Survey Instruments, (3) Writing Items for Survey Instruments, (4) Assessing the Adequacy of Survey Instruments, and (5) Reporting the Results of Survey Research. (PS)

VT 004 534 ED 020 330
Beeks, John C.
Pre-College Experiences as Preparation for College Courses in Agronomy.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (64-13,281, $2.75 microfilm, $6.20 xeroxed).
Pub Date - 64 117p.

SOIL SCIENCE; PLANT SCIENCE; *COLLEGE CURRICULUM; *COLLEGE FRESHMEN; STUDENT EXPERIENCE; ACADEMIC ABILITY; *AGRICULTURE; *ADVANCED PLACEMENT; KNOWLEDGE LEVEL; *ACHIEVEMENT TESTS
UNIVERSITY OF MISSOURI

To determine the knowledge of agronomy possessed by entering freshmen, in the College of Agriculture at the University of Missouri, students enrolled in the required course Agriculture in the Economy during the years 1962 and 1963 responded to a 100-item multiple choice instrument. A total of 310 usable answer sheets furnished data on students: (1) with vocational agriculture, (2) without vocational agriculture, (3) with 4-H, (4) without 4-H, (5) with farm experience, (6) without farm experience, (7) with vocational agriculture but no 4-H, (8) with 4-H but no agricultural experience, and (9) with one or more of the agricultural experiences. Students without agricultural experience had significantly higher means on the School and College Ability Test than those with agricultural experience. Students with more than 1 year of vocational agriculture were better prepared in agronomy than those without such experience. About 48 percent of the former students of vocational agriculture scored above 70 percent on the examination compared to 7 percent of the nonvocational agriculture groups. A substantial number of students demonstrated the ability necessary to be granted credit by examination in beginning agronomy courses if such a program were provided. This Ph.D. thesis was submitted to the University of Missouri. (WB)

VT 004 547 ED 020 339
McCormick, Floyd G.
The Development of an Instrument for Measuring the Understanding of Profit-Maximizing Principles.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (64-9579, $3.10 microfilm, $10.80 xeroxed).
Pub Date - 64 223p.

*FARMERS; *ECONOMIC FACTORS; *FARM MANAGEMENT; VOCATIONAL AGRICULTURE; *TEST CONSTRUCTION

The purpose of the study was to develop an instrument for measuring profit-maximizing principles in farm management with implications for vocational agriculture. Principles were identified from literature selected by agricultural economists. Forty-five multiple-choice questions were refined on the basis of results of three pretests and administered to 158 Ohio farmers selected upon the basis of managerial competence exhibited in Farm Home Administration data. The principles which contributed to efficient farming were identified as (1) diminishing physical returns, (2) diminishing economic returns, (3) fixed-variable costs, (4) substitution, (5) equi-marginal returns, (6) combination of enterprises, and (7) time relationship. Of the 45 questions, 19 possessed positive significant relationships between managerial competence and understanding of economic principles. The instrument provided increased insight for measuring the understanding of six of the principles. An analysis of variance revealed no difference between achievement on the instrument and managerial competence. Only 59.9 percent of the questions were answered correctly indicating a notable lack of understanding of principles. Older farmers possessed less understanding than younger operators. There was no significant relationship between the understanding of principles and their application to the farm businesses. Net and gross farm income were the most significant indicator of an individual farmer's economic efficiency. The cost-of-production ratio was the most discrete economic index for predicting the level of managerial competence. This Ph.D. thesis was submitted to The Ohio State University. (JM)

VT 004 725 ED 020 367
Ebbert, J. Marvin
The Development of a Standardized Achievement Test for Small Gasoline Engine Instruction.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-5005, $3.00 microfilm, $8.00 xeroxed).
Pub Date - 64 159p.

*ACHIEVEMENT TESTS; *VOCATIONAL AGRICULTURE; *ENGINES; TEST CONSTRUCTION; *TEST VALIDITY; HIGH SCHOOL STUDENTS
INDIANA

The purpose of the study was to develop a standardized, multiple-choice achievement test on the operation, care, and maintenance of small gasoline engines. Objectives and a unit outline were developed with the cooperation of 75 Indiana vocational agriculture teachers. A panel suggested modifications, and the refined objectives and outline were used as a basis for 175 test items. After being administered in 68 schools, the test was item analyzed, and 100 items were selected for inclusion in a final form which had norms based on 565 sophomore and junior and 337 senior vocational agriculture students. The test is intended for use in studies in farm mechanics of such problems as balance between laboratory and class instruction, influence of project-centered instruction, and effectiveness of teaching methods and materials in the small engine area. This Ph.D. dissertation was submitted to Purdue University. (JM)

VT 004 731 ED 020 373
Santos, Severino R.
Factors Associated with Successful Candidacy in Certain Fields of Graduate Study.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-1406, microfilm $3.00, xeroxed $5.60).
Pub Date - 66 103p.

*GRADUATE STUDENTS; GRADUATE STUDY; UNIVERSITIES; MASTERS DEGREES; DOCTORAL DEGREES; FARM MANAGEMENT; COLLEGE FACULTY; AGRICULTURAL EDUCATION; EXTENSION EDUCATION; SOCIOLOGY; *TEACHER ATTITUDES; *SUCCESS FACTORS; STUDENT EVALUATION; CRITERIA; *STUDENT CHARACTERISTICS
NEW YORK

A total of 179 graduates students who were candidates for either a master's or a doctorate degree in the areas of farm management, rural sociology, extension education, and agricultural education were studied: (1) to determine what constitutes success in graduate candidacy based on the opinion of a panel of professors, (2) to describe the students in certain fields according to success factors, (3) to determine which selected factors are associated with success in related social science fields, and (4) to analyze success in graduate candidacy in relation to graduate grade-point average. Criteria for determining success in graduate candidacy were derived from questionnaire responses of a selected panel of professors, weighted scores were determined for each criterion, and advisors rated their respective students. Correlation coefficients were tested for significance at the 1 and 5 percent levels for each factor, success score, and grade-point average. Some of the selected criteria with their relative importance, expressed in weights, were: (1) the ability to think critically and analytically, 10, (2) knowledgeability, 3.6, (3) creativity, 3.3, (4) ability to do research, 3.3. The graduate grade-point average and success score were significantly correlated at the 1 percent level. This Ph.D. dissertation was submitted to Cornell University. (WB)

VT 004 734 ED 020 376
Matteson, Gerald R.
Vocational Education Completed by East Central Wisconsin Graduates and Selected Employment Factors.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106. (66-9167, microfilm $3.30, xeroxed $11.50).
Pub Date - 66 235p.

*VOCATIONAL EDUCATION; *EMPLOYMENT EXPERIENCE; *JOB SATISFACTION; HIGH SCHOOL CURRICULUM; MALES; SOCIAL STATUS; UNEMPLOYMENT; *HIGH SCHOOL GRADUATES; *VOCATIONAL FOLLOWUP; GRADUATE SURVEYS
WISCONSIN

The purpose of the study was to determine the relationship between vocational education received by male high school graduates and initial employment, employment survival, job advancement, and job satisfaction. Data were supplied by questionnaires returned by 310 of 374 graduates who had completed less than six months of military service and less than 2 years of college, selected from a stratitified random sample of 10 high schools. Significant relationships between variables were determined by Chi-square and strength of relatipnship by the test statistic V techniques. Graduates obtained employment dissimilar to their fathers', though of similar prestige rating. They rated mathematics as the high school course having the most value in initial employment preparation followed by vocational agriculture, industrial arts, English, and commercial courses. Those with the most vocational education were less frequently unemployed, but 75 percent of all graduates had not been unemployed since graduation. One-fifth were presently enrolled in vocational education, and one-half aspired to be within 5 years. Three-fourths did not have subordinates in their employment situation. They most likely had increased their initial salary by 0-39 dollars per week. Most were satisfied with their present employment, especially the association with fellow workers and supervisors. This Ph.D. thesis was submitted to the University of Wisconsin. (JM)

VT 004 735   ED 020 377
Nelson, Clifford Leon
Source and Extent of Economic Commitments to Public Vocational Education in Minnesota and Their Effects on the Nature of Training Opportunities.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-12229, microfilm $3.00, xeroxed $6.00).
Pub Date -   66 116p.

*VOCATIONAL EDUCATION; STUDENT ENROLLMENT; PROGRAM DEVELOPMENT; ACADEMIC ACHIEVEMENT; ASSESSED VALUATION; *FINANCIAL POLICY; EDUCATIONAL FINANCE; FINANCIAL SUPPORT; HIGH SCHOOL STUDENTS; FEDERAL AID; *HIGH SCHOOLS; *PROGRAM EVALUATION; SCHOOL DISTRICTS; GRADE 12; VOCATIONAL AGRICULTURE; DISTRIBUTIVE EDUCATION; ACADEMIC APTITUDE
MINNESOTA

The purpose of the study was to examine the economic commitment to public vocational education in Minnesota high schools prior to the Vocational Education Act of 1963 and the effects of this commitment in terms of program offerings and students served. Data were obtained from 444 of the 453 Minnesota school districts. In addition, seniors enrolled in vocational agriculture and distributive education in a stratified random sample of 31 high schools were studied with respect to achievement and aptitude. Adjusted assessed valuation per pupil in the school districts ranged from $1,868 to $22,341. Wealthier districts offered relatively more vocational education. However, school district wealth was independent of school size, and smaller districts offered relatively more vocational education. Vocational agriculture offerings were positively related to vocational education enrollment ratio. Senior vocational education students had lower aptitude scores but close to average achievement when compared to all Minnesota seniors. Aptitude and achievement were independent of economic and enrollment variables. The findings suggest that economic and student variables might offer an approach to evaluating vocational education and that study should be given to federal fund allocation to local school districts for vocational education on an equalization basis. This Ph.D. thesis was submitted to the University of Minnesota. (JM)

VT 004 853   ED 019 485
Cundiff, George F., Ed., And Others
Training Guides in Evaluation of Vocational Potential for Vocational Rehabilitation Staff.

Vocational Rehabilitation Administration (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS13.207--6-23, $.60).
Pub Date -   65 111p.; The Committee on Evaluation of Vocational Potential, Third Institute on Rehabilitation Services (Norman, Oklahoma, May 23-27, 1965).

*EVALUATION; *REHABILITATION COUNSELING; *VOCATIONAL REHABILITATION; COMMUNITY RESOURCES; *GUIDELINES; *HANDICAPPED; PROGRAM DEVELOPMENT; SOCIAL WORKERS; PSYCHOLOGICAL SERVICES; FEDERAL AID; MEDICAL SCHOOLS

The reports of a study group to evaluate rehabilitation potential, established by the Institute for Rehabilitation Services Planning Committee, is presented. "The Basic Components of an Adequate Vocational Assessment" discusses the medical, social, psychological, and educational-vocational components of the individual which should be evaluated by the field rehabilitation counselor. "Guidelines for Selection of Clients for Formalized (Facility) Evaluation" discusses general guidelines for client referral to appropriate facilities, specific guidelines applicable to the individual counselor or client, and advantages, disadvantages, and counselor responsibility in using formal facility evaluation. "Organization and Utilization of Community Resources for Determining Vocational Potential of Rehabilitation Clients" discusses the principles of community action, establishment of community needs, the role of the state agency in setting up the facility, and the role of the rehabilitation counselor in communities where a facility exists. Fifteen appendixes include examples of instruments and procedures in use in specific rehabilitation facilities, a survey of medical schools receiving Vocational Rehabilitation Act teaching grants, and suggestions for further study. A general bibliography and a bibliography on evaluation of disability categories are included. (BS)

VT 004 927   ED 021 061
Gaddis, G. Warren
Utah Manpower Development and Training Act (MDTA) Schools Assessment.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City
EDRS PRICE MF-$0.25 HC-$0.90
BR-6-3046
Pub Date -   Jan68 16p.

*PROGRAM EVALUATION; *YOUTH PROGRAMS; *VOCATIONAL EDUCATION; *PROGRAM ADMINISTRATION; *MANPOWER DEVELOPMENT MDTA PROGRAMS; UTAH; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Because little related experience was available upon which to fabricate the most efficient programs of the two first Manpower Development and Training Act (MDTA) sponsored schools opened in Utah in 1965, this study proposed to assess the programs to determine significant differences, and to make a subjective evaluation of the curricular strengths of each. This evaluation was intended to provide a foundation for improving the curriculums of any future MDTA programs. Data were derived from interviews with the two schools' administrators, teachers, pupils, youth employment directors in local Employment Security Offices, and with the MDTA administrators in the Utah Department of Employment Security. Due to the confusing and unquantifiable nature of the data, the investigator's subjective analysis of the available data and comparative knowledge of both schools served as the basis for recommendations, which included: (1) The initial part of the program should emphasize establishing student-teacher rapport and improving students' attitudes and desires, (2) A change in remuneration philosophy should be attempted, (3) Teaching methods should allow the individual to progress at his own rate, (4) Suspension and termination should not be used for discipline, and (5) Public relations programs should be expanded and improved. Among points of greatest strength were student participation in administration and problem-solving, frequent staff planning meetings, and extracurricular social and educational activities such as field trips. (AUTHOR/ET)

VT 005 147   ED 022 023
Moss, Jerome, Jr.
Measuring Creative Abilities in Junior High School Industrial Arts. Monograph 2.

American Council on Industrial Arts Teacher Education, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.10
American Industrial Arts Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.75).
Pub Date -   66 60p.

*CREATIVITY; ABILITY; ACADEMIC ACHIEVEMENT; INTELLIGENCE; *GRADE 8; *INDUSTRIAL ARTS; TEST VALIDITY; GRADES (SCHOLASTIC); STUDENT CHARACTERISTICS; CREATIVITY RESEARCH; CREATIVE ABILITY
*MINNESOTA TESTS FOR CREATIVE THINKING

The principle purpose of this study was to estimate the concurrent validity of the pencil and paper "Minnesota Tests for Creative Thinking, Abbreviated Form VII" for identifying the creative abilities of eighth grade students in industrial arts classes. Concomitant purposes were to investigate the relationships of creative abilities and (1) intelligence, and (2) school achievement. A definition of relative creative abilities in the industrial arts and guidelines for their measurement were developed and submitted to a sample of educational psychologists and industrial arts teachers to determine their acceptability. A procedure was selected for applying this to secure criterion measures of native abilities. Three pairs of industrial arts teachers were trained to rate a sample of 95 eighth grade students. The "Minnesota Tests for Creative Thinking, Abbreviated Form VII" were administered. Verbal and non-verbal IQ tests, five standardized achievement tests, and eight sets of teachers' grades were analyzed, along with peer ratings. The abilities presented and measured by the Minnesota tests are inadequate to account for the creative output, but the test measures components not measured in the typical intelligence test. The fairly high relationship between substantive thinking abilities influence the production of unusual and useful ideas. (EM)

VT 005 173   ED 020 407
Walther, Regis H.; Magnusson, Margaret L.
A Retrospective Study of the Effectiveness of Out-of-School Neighborhood Youth Crops Programs in Four Urban Sites.

George Washington Univ., Washington, D.C. Social Research Group
EDRS PRICE MF-$0.75 HC-$7.95
Pub Date -   Nov67 157p.

*FEDERAL PROGRAMS; *DISADVANTAGED YOUTH; *WORK EXPERIENCE PROGRAMS; FOLLOWUP STUDIES; *ADJUSTMENT (TO ENVIRONMENT); VOCATIONAL ADJUSTMENT; COMPARATIVE ANALYSIS; CONTROL GROUPS; EXPERIMENTAL GROUPS; URBAN AREAS; RACIAL DIFFERENCES; SEX DIFFERENCES; *PROGRAM EVALUATION
NEIGHBORHOOD YOUTH CORPS

The primary criteria for judging Neighborhood Youth Corps (NYC) program effectiveness in Cincinnati, Ohio, Durham, North Carolina, East St. Louis, Illinois, and St. Louis, Missouri, were community and work adjustment. An experimental group composed of 392 enrollees whose NYC experience was a little more than a year and a control group composed of 205 similar youths who had not enrolled in NYC were interviewed to obtain information on NYC recruitment, work assignments and their value, length of experience, supervision, friendliness of fellow-workers, counselors, useful and disliked aspects of experience, and job placement. The most significant findings were: (1) The program is reaching seriously disadvantaged youth, (2) Enrollees reported a high level of satisfaction with their NYC experience, (3) The community and work adjustment of enrollees was improved on several measures, and (4) Female enrolleess made greater gains than males. Some problem areas concerned the programs' lesser effectiveness with males and white females than with Negro females and the continuing high unemployment rate of ex-enrollees which was probably related to the character of NYC work assignments. Issues needing further exploration included job development, relationships with other manpower programs, remedial education, followup counseling, and differential enrollee needs. The extensive appendixes include technical information, the interview schedule, occupational categories, and specific information from the Cincinnati and Durham NYC's. (MM)

VT 005 289   ED 022 030
Nelson, Helen Y.; Jacoby, Gertrude P.
Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Final Report, Vol. II, Appendix.

New York State Coll. of Home Economics, Ithaca
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$9.30   OEG-5-85-110   08
BR-5-0043
Pub Date - Oct67 184p.

*PROGRAM EVALUATION; RECORDS (FORMS); QUESTIONNAIRES; RATING SCALES; TESTS; STUDENT EVALUATION; STUDENT ATTITUDES; STUDENT RECORDS; VOCATIONAL FOLLOWUP; BIBLIOGRAPHIES; INTERVIEWS; STATISTICAL ANALYSIS; *CHILD CARE WORKERS; *FOOD SERVICE WORKERS; *OCCUPATIONAL HOME ECONOMICS; HIGH SCHOOLS; *EVALUATION TECHNIQUES

Materials used in the evaluation, reported in VT 004 937 in ARM Winter 68, are included. Section A contains the test battery: (1) survey forms to determine attitudes toward work, (2) descriptive rating scales for employability management, safety, and sanitation, (3) descriptive rating scales for food service workers and child care aides, (4) tests of child care and food service employment preparation, (5) student questionnaires of attitudes, interests, expectations, and self-concepts, and (6) an interview schedule. Section B contains communications to student and employer for followup studies and employer and student descriptive rating scales. Section C consists of teacher record forms for work experience, financing, instructional materials, teacher attitude toward course, evaluation of pilot programs, pre-teaching and teaching time demands, child care facilities, and food service. Section D is an 18-page bibliography of books, pamphlets, magazines, newspapers, and audio-visual materials classified for occupational home economics, child care, and food services. Section E contains guidance forms to gather information about personal and academic qualifications of students, and Section F lists data analysis information. (FP)

VT 005 645   ED 022 043
Pucel, David J.
Variables Related to MDTA Trainee Employment Success in Minnesota.

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis
Office of Education (DHEW), Washington, D.C.

EDRS PRICE MF-$0.25 HC-$1.90
Pub Date - Feb68 36p.

INFORMATION UTILIZATION; *PREDICTION; *ADULT VOCATIONAL EDUCATION; *SUCCESS FACTORS; *EMPLOYMENT EXPERIENCE; TECHNICAL OCCUPATIONS; SALES OCCUPATIONS; CLERICAL OCCUPATIONS; SKILLED OCCUPATIONS; TEST RESULTS; STUDENT CHARACTERISTICS; CORRELATION; PERSONNEL DATA; *ADMISSION CRITERIA; FEDERAL PROGRAMS; RATING SCALES; APTITUDE TESTS; STUDENT EVALUATION
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MINNESOTA; MDTA PROGRAMS

In response to a need for more refined methods of appraising the potential of prospective Manpower Development and Training Act (MDTA) trainees, this study was conducted to determine if descriptive data about trainees currently being gathered by the employment service, such as personal information and General Aptitude Test Battery scores, are effective predictors of success in MDTA programs. An attempt was also made at isolating attitudes and skill development during the training program which might be related to success in the occupation. The sample consisted of all trainees on whom there were complete data (138) enrolled in 10 MDTA projects purposively selected from a population of 104 MDTA projects in Minnesota to represent technicians, sales and clerical, and skilled training programs. Multiple regression equations were developed for each group using 22 personal and training related variables and 15 in-school instructor rating variables. Each equation predicted the criterion (post-training employment status) above the .01 level of significance for their respective groups. However, no equation was developed that predicted well in all of the three groups. The findings imply systematic differences between persons who succeed and those who do not. An investigation of relationships which exist between variables on which the employment service is currently gathering data might be used to develop weighted combinations of variables to form improved criteria. (HC)

VT 005 727 ED 022 046
Prediger, Dale J., And Others
Predictors of Success in High School Level Vocational Education Programs: A Review.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.70
Pub Date - Dec67 32p.

*APTITUDE TESTS; HIGH SCHOOL STUDENTS; *ACADEMIC ACHIEVEMENT; *VOCATIONAL EDUCATION; RESEARCH REVIEWS; *TEST RELIABILITY; *PREDICTIVE ABILITY (TESTING); CORRELATION

Data from over 1,200 correlations reported in 38 studies concerning validity of aptitude and achievement predictors of success in high school vocational programs are summarized. Predictors investigated were (1) verbal intelligence, (2) nonverbal intelligence and abstract reasoning, (3) arithmetic reasoning, (4) spatial aptitude, (5) mechanical comprehension, (6) perception, (7) manual dexterity, (8) specific purpose aptitude tests, (9) grade point average, and (10) achievement tests. Correlation coefficients were used as the index of relationship between the predictor and criteria. Findings revealed (1) substantial variation in results from study to study, (2) some rather sharp differences in the levels of correlation obtained for the various predictors within a given vocational area, (3) greater predictability of success in some vocational areas than in others, (4) success of girls in vocational areas more highly predictable than that of boys, and (5) low levels of predictive validity for dexterity tests. As a way to meet the need for more useful data, a center for the validitation of aptitude tests was proposed and its major functions described. (DM)

VT 005 861 ED 021 135
Loveless, Austin G.; Egan, Ronald
The Distributive Education Curriculum as Evaluated by Businessmen and Distributive Education Students of Utah. Final Report.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City
EDRS PRICE MF-$0.25 HC-$1.80 OEG-4-7-063046-1612 08
BR-6-3046
Pub Date - 68 34p.

*DISTRIBUTIVE EDUCATION; *CURRICULUM EVALUATION; *STUDENT OPINION; *EMPLOYER ATTITUDES; QUESTIONNAIRES; JOB SKILLS; INTERVIEWS; CURRICULUM
UTAH

An evaluation of the course offerings or content of the cooperative distributive education program was obtained by questionnaire from 228 Utah businessmen who were employing distributive education students and from 503 distributive education students enrolled at the time of the study. Both questionnaires were administered by the local teacher-coordinator. Course content evaluated included: (1) orientation and job placement, (2) merchandise mathematics, (3) retail salesmanship, (4) operation and structure of distribution, (5) merchandise information, (6) display, (7) advertising, and (8) personality improvement. The unit on personality improvement was ranked highest in importance by both business and student respondents. Other units ranked high by businessmen were merchandise mathematics, retail salesmanship, merchanidise information, and orientation and job placement. Job placement was ranked high by the students, but they ranked merchandise mathematics somewhat lower than did the businessmen. Operational structure of distribution was ranked lowest by both businessmen and students. (MM)

VT 006 505 ED 022 054
London, H.H.
How Fare MDTA Ex-Trainees? An Eighteen Months Follow-Up Study of Five Hundred Such Persons.

Missouri Univ., Columbia
Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS. OEC-81-24-25
Clearinghouse for Federal Scientific and Technical Education, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22151 (PB177626, microfilm $.65, hardcopy $3.00).
Pub Date - Dec67 219p.

*VOCATIONAL EDUCATION; JOB TRAINING; FEDERAL PROGRAMS; PARTICIPANT CHARACTERISTICS; PROGRAM EVALUATION; COST EFFECTIVENESS; *VOCATIONAL FOLLOWUP; *PROGRAM IMPROVEMENT; SOCIOECONOMIC BACKGROUND; LIVING STANDARDS; EMPLOYMENT EXPERIENCE; EDUCATIONAL BACKGROUND; FAMILY BACKGROUND; STUDENT IMPROVEMENT; *TRAINEES; PERSONNEL EVALUATION; *PROGRAM EFFECTIVENESS
MISSOURI; MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

This study examined the socioeconomic background characteristics of Manpower Development and Training Act ex-trainees, the socioeconomic changes that occurred after training, the long- and short-range effectiveness of the services received under the MDTA program, and how these may be improved. For approximately 500 persons who completed an MDTA program in St. Louis, Kansas City, and Joplin, Missouri, from October 1, 1964, through September 30, 1965, followup interviews were held at 6-, 12-, and 18-month intervals, and employers rated their performance following each of the three interviews. Additional data were collected from the records of relevant state and local public agencies. Some findings were: (1) 21.4 percent of the ex-trainees were receiving some form of welfare for an average of 14.8 months some time during the 18 months preceding training, (2) Pretraining work history was both erratic and irregular, (3) Personal service, semiskilled, skilled, and unskilled, in that order, together with clerical, accounted for the majority of post-training jobs, and (4) Neither the type of job nor the wages received seemed to have any appreciable bearing on attitude toward the job, and most liked their work very well or fairly well. Findings led to 10 major conclusions and six recommendations for improvement of MDTA programs. Copies of the data-gathering instruments used and 62 detailed statistical tables are included. (ET)

VT 006 599 ED 023 862
Blume, Paul R.
An Evaluation of Institutional Vocational Training Received by American Indians Through the Muskogee, Oklahoma Area Office of the Bureau of Indian Affairs.

Oklahoma State Univ., Stillwater
Manpower Administration (DOL), Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - May68 261p.

*ADULT VOCATIONAL EDUCATION; *AMERICAN INDIANS; *PROGRAM EVALUATION; *VOCATIONAL FOLLOWUP; FEDERAL PROGRAMS; STUDENT CHARACTERISTICS; COST EFFECTIVENESS; INCOME; EMPLOYMENT EXPERIENCE
OKLAHOMA; PUBLIC LAW 959

The adult vocational training received by Indians under Public Law 959 was evaluated to determine benefits of institutional training programs and to develop manpower policy recommendations. Criteria of the evaluation included employment experience, income, labor force attachment, and benefit cost ratio. Of the approximately 670 Indians who received adult vocational training, information was obtained for 220 from school files and by mailed questionnaire. Some trainee characteristics were: (1) The average trainee was better educated than the average Indian, (2) The employment and income levels were low by most standards, (3) There was a fairly high noncompletion rate among the trainees, and (4) There was some indication that the questionnaire response rate was partially affected by the cultural and historical background of the trainees. Conclusions were: (1) Completion of training results in an average increase in income of $1,929, (2) The average increase in employment was about 3½ months of additional employment, and (3) The social benefit cost ratio was found to be 2.39. This dissertation was submitted to Oklahoma State University. (DM)

VT 006 603 ED 023 863
Bates, Wilfred Miles
An Examination of the Relationship of Selected Variables to Interstate Geographic Mobility of Technician Graduates of the Associate Degree Programs in Oklahoma.

Oklahoma Vocational Research Coordinating Unit, Stillwater
DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - Jan68 133p.

*GRADUATE SURVEYS; *GRADUATES; *ASSOCIATE DEGREES; *TECHNICAL EDUCATION; *MIGRATION; TECHNICAL INSTITUTES; INDIVIDUAL CHARACTERISTICS; VOCATIONAL FOLLOWUP; JUNIOR COLLEGES; ATTITUDES
OKLAHOMA

Graduates of associate degree programs in Oklahoma who secured employment within and outside of the state were compared on their response to the following variables: (1) personal and socioeconomic background, (2) attitude toward Oklahoma, (3) attitude toward variables related to employment, (4) employment practices of employers, (5) economic aspirations, and (6) personal, social, or economic reasons. Findings indicated (1) A graduate who migrated out of Oklahoma was likely to be of lower age, married, of upper or middle socioeconomic class, from urban areas, prefer urban areas, and a technical institute graduate rather than a community college graduate, (2) Most technician graduates who migrated out of state felt their future would be better, (3) Graduates who migrated out of Oklahoma appeared to prefer employment with companies of over 1,000 employees and least prefer employment with a governmental agency or self-employment, (4) 74 percent of the technician graduates who expected annual incomes of more than $10,000 per annum in 5 years left the state, (5) Graduates remaining in the state did so for personal or social reasons and those migrating did so for economic reasons, and (6) Out-of-state employers were more effective recruiters and paid approximately 13 percent more for the services of the technician graduates than did employers from Oklahoma. This report was submitted to Oklahoma State University in fulfillment of D.Ed. degree. (DM)

VT 006 662 ED 022 059
Pommerville, Robert
Power Sewing Study. Final Report.

Utah Research Coordinating Unit for Vocational Education, Salt Lake City OEG-4-7-063046-1612 08
EDRS PRICE MF-$0.25 HC-$2.85
BR-6-3046
Pub Date - Jun68 55p.

*SEWING MACHINE OPERATORS; *NEEDLE TRADES; *PROGRAM EFFECTIVENESS; ADULT VOCATIONAL EDUCATION; GRADUATE SURVEYS; JOB PLACEMENT; *PROGRAM EVALUATION; EMPLOYER ATTITUDES; INTERVIEWS; EDUCATIONAL NEEDS; SURVEYS; QUESTIONNAIRES; SCHOOL INDUSTRY RELATIONSHIP; PROGRAM ADMINISTRATION; ADMISSION CRITERIA; TEACHING PROCEDURES; CURRICULUM GUIDES
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; UTAH; SALT LAKE CITY

The Salt Lake City, Utah, Manpower Development and Training Act power sewing program was studied to ascertain its effectiveness in meeting the needs of the area needle craft industry. Specific factors examined were the system of referral of students to the program and qualifications of entry students, the administrative structure of the program, the relationship of the program to industry, the course content and methods of instruction, and the job placement system. A questionnaire survey of 1967 program graduates, personal interviews with potential employers and Employment Security personnel, and visits to the Salt Lake City program and other programs were procedures utilized to obtain data. It was found that there is a definite need for a training program for power sewing machine operators in the Salt Lake Valley but that the present program is not adequately meeting the needs of the needle craft industry and must be substantially changed. Specifically, the program suffers from: (1) the referral of low quality students, (2) an unsatisfactory classroom and administrative structure, (3) a lack of cooperation and coordination between the training program and the industry, (4) a lack of an integrated and detailed course of study, and (5) a lack of proper teaching procedures and proper emphasis. A course outline for the power sewing machine training program at Utah Technical College, Provo, Utah is included. (HC)

VT 006 723 ED 023 873
Ahrens, Donald Louis
Influence of High School Vocational Agriculture on the Matriculation, Graduation, and Employment of Agricultural Engineering Graduates from the Iowa State University of Science and Technology.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education
Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
EDRS PRICE MF-$0.25 HC-$0.95 VEA-1963-4(a)
Pub Date - 66 17p.

SUCCESS FACTORS; *VOCATIONAL AGRICULTURE; LONGITUDINAL STUDIES; *COLLEGE GRADUATES; *AGRICULTURAL ENGINEERING; ACHIEVEMENT; UNIVERSITIES; GRADUATE SURVEYS; INDIVIDUAL CHARACTERISTICS; *EMPLOYMENT EXPERIENCE; *EDUCATIONAL BACKGROUND
IOWA STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY

To determine the influence of high school vocational agriculture on college achievement and subsequent employment of agricultural engineering majors, data were collected from 419 graduates of Iowa State University representing the period from 1942 to 1964. The 112 graduates who had taken at least 3 or more semesters of high school vocational agriculture were compared with 112 graduates who had no vocational agriculture. A higher percentage of the vocational agriculture group: (1) had lived on farms, (2) had listed "own idea" as the reason for college attendance, (3) had learned of the agricultural engineering profession earlier, (4) earned a higher percentage of their college expenses, (5) took their first job in Iowa, (6) were involved in supervision, administration, and management in their 1964 employment, and (7) reported income advancing more rapidly. The study indicated that vocational agriculture can be a real asset to agricultural engineers in their later employment and in further preparing them to meet the challenges of the agricultural engineering field. This is an abstract of a thesis submitted to the Iowa State University of Science and Technology. (DM)

VT 007 159 ED 023 898
Hickman, Roy Don
Farm Business Record and Analysis Systems of Iowa Farm Operators.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-8912, microfilm $3.00, xeroxed copy $9.90).
Pub Date - 67 203p.

*FARMERS; *FARM MANAGEMENT; *ADULT FARMER EDUCATION; *FARM ACCOUNTS; *EDUCATIONAL NEEDS; RECORDKEEPING; DATA ANALYSIS; AGRICULTURAL EDUCATION
IOWA

Iowa farm operators who had gross sales of agricultural products totaling $2,500 or more in 1965 were studied to determine the procedures and practices in farm business record keeping and analysis, the degree to which farm business records were kept and used for analysis purposes, and the relationship between certain farm operator and farm business characteristics. A stratified, multi-stage cluster area sample was drawn and data collected by personal interview with 322 farmers. The degree to which an operator kept and used records was measured by a record keeping and analysis index score computed by a panel of farm management specialists. Some findings were: (1) About one-third of the farm operators had received some type of formal agricultural education, (2) Approximately 15 percent had received informal instruction in record keeping and analysis, (3) Over one-half of the farmers had used a record book especially prepared for farm accounting, (4) Approximately 15 percent did not use a record book of any type, (5) The wives of over 60 percent of the married male operators had some part in making record book entries, (6) Almost 96 percent of the respondents had engaged professional services to prepare their tax returns, and (7) Vigorous educational programs in farm management, record keeping, and business analysis are critically needed by both present and prospective farmers. (DM)

VT 007 161 ED 023 900
Kerwood, Robert Vaughn
Self-Initiated Evaluation of State Teacher Education Programs in Vocational Education.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (68-8845, microfilm $3.00, xeroxed copy $9.90).
Pub Date - 67

*VOCATIONAL EDUCATION; *TEACHER EDUCATION; *PROGRAM EVALUATION; *SELF EVALUATION; *EVALUATION CRITERIA; VOCATIONAL DIRECTORS; STATE SUPERVISORS; TEACHER EDUCATORS

To develop an instrument to guide the self-initiated evaluation of a state program of vocational teacher education, three specific objectives were identified and accomplished: (1) to develop criteria and indicators, (2) to validate an instrument, and (3) to analyze, by occupational service area and position, the ratings given by a sample of vocational education personnel. A stratified random sample of state directors, head state supervisors, and head teacher educators of vocational education yielded 316 completed questionnaires. The data were analyzed by occupational service area and position, utilizing the one-way analysis of variance technique. Nine criterion statements with 76 attendance indicators were validated within the following dimensions: (1) planning, (2) coordination among occupational service areas, (3) coordination with the total state program of vocational education, (4) supplying the demand for vocational personnel, (5) occupational competence, (6) accessibility of vocational teacher education, (7) research, (8) instructional materials, and (9) systematic evaluation. The three groups were in agreement on their ratings of seven of the nine criterion statements; significant differences were in the areas of research and instructional materials. The groups were also in agreement on their ratings of 70 of the 76 indicators. (DM)

VT 007 173 ED 023 902
Kaufman, Jacob J.; Lewis, Morgan V.
The Potential of Vocational Education: Observations and Conclusions Based On a Study of Three Selected Cities in Pennsylvania.

Pennsylvania State Univ., University Park. Institute for Research on Human Resources
Office of Education (DHEW), Washington, D.C.
Pennsylvania State Dept. of Public Instruction, Harrisburg
EDRS PRICE MF-$0.75 HC-$8.65
Pub Date - May68 171p.

*VOCATIONAL EDUCATION; *PROGRAM EVALUATION; *EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL GUIDANCE; COST EFFECTIVENESS; EMPLOYMENT EXPERIENCE; *GRADUATE SURVEYS; SCHOOL SURVEYS; COMPREHENSIVE HIGH SCHOOLS; VOCATIONAL HIGH SCHOOLS; PROGRAM IMPROVEMENT; STUDENT ENROLLMENT; HIGH SCHOOL GRADUATES; URBAN

SCHOOLS; VOCATIONAL FOLLOWUP; PROGRAM ATTITUDES; PERSONNEL EVALUATION; EMPLOYMENT EXPERIENCE
PENNSYLVANIA

An in-depth study was conducted in three selected cities to determine recommendations for improvement of vocational education. Some findings were: (1) Most students entered the world of work without specialized occupational training, (2) Enrollment in vocational programs was higher when students were taught in comprehensive schools, (3) An imbalance existed between high school enrollments in vocational programs and local labor market composition, (4) Vocational education in the smaller cities was altered more closely to the needs of the labor market, (5) The majority of the graduates did not recall being reached by counselors, (6) Vocational graduates had greater employment stability, received more rapid increases in earnings, and received higher averaged monthly earnings, (7) Extra earnings of the vocational graduates justified the cost of their education, and (8) Less than one-half of the male graduates obtained jobs that were directly related to their training. It was recommended that: (1) programs in broad general skills with general applications be developed, (2) programs be aimed at the large proportion of students who see little relevance in either vocational or academic curriculums, (3) vocational education bring meanings and interest to the learning experience, (4) opportunity be provided for employment exploration and familiarization as an integral part of the curriculum, and (5) vocational guidance be expanded. (DM)

VT 007 245 ED 023 910
Bjorkquist, David C.
Effects of Field and Job Oriented Technical Retraining on Manpower Utilization of the Unemployed. Vocational-Industrial Education Research Report. Final Report.

Pennsylvania State Univ., University Park. Vocational Education Dept.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$6.05 OEC-4-10-108 08
BR-5-0085

Pub Date - Aug68 119p.

*ADULT VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *MECHANICAL DESIGN TECHNICIANS; UNEMPLOYED; *PROGRAM EVALUATION; *FEDERAL PROGRAMS; COMPARATIVE ANALYSIS; EDUCATIONAL PROGRAMS; PROGRAM DESCRIPTIONS; VOCATIONAL FOLLOWUP
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS; PENNSYLVANIA

A job-oriented program emphasizing application to the specific occupation of tool design was compared with a field-oriented program intended to give a broad basic preparation for a variety of jobs in the field of mechanical technology. Both programs were conducted under the Manpower Development and Training Act (MDTA) for a period of 52 weeks. Trainee selection was based upon eligibility under MDTA, high school graduation, familiarity with mechanics, desire to be technicians, and performance on the General Aptitude Test Battery. Based upon their personal preference, 35 trainees chose the job-oriented program and 40 the field-oriented program. Thirty trainees completed the job-oriented program and 25 completed the field-oriented program. During the first 2 years after the completion of training, 91 percent of the job-oriented and 63 percent of the field-oriented graduates were gainfully employed. Followup indicated no significant differences between groups as to: (1) their level of involvement with data, people, or things, (2) attitudes toward training received, (3) social class identification, (4) unemployment, and (5) employer ratings. The field-oriented graduates earned higher average weekly salaries. It was recommended that shorter training periods be considered for the preparation of technicians in critical occupations and that training program flexibility be encouraged. (MM)

FACILITIES
AND EQUIPMENT
SECTION

VT 000 848
Cole, Sonia M.
Suggestions Pertaining to Space and Equipment for Post High School Technical Programs.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar66 9p.

*OCCUPATIONAL HOME ECONOMICS; *FOOD SERVICE OCCUPATIONS; *TECHNICAL EDUCATION; *EDUCATIONAL EQUIPMENT; *CHILD CARE OCCUPATIONS

A list of space and equipment needed for two post-high school technical programs in home economics is presented. The suggestions for the 2-year program in child care technology are based on course work in classroom and laboratory with emphasis given to the nursery school. An estimate of $4,500 for equipment does not include the cost of fixed equipment. Suggestions for space and equipment for technical programs in food service are based on the student's preparing for supervisory and managerial positions in several areas of food service. The cost of specific food service equipment listed is estimated at approximately $37,000. (MS)

VT 000 925
Rogers, Clarence J.
Tools, Equipment, and Supplies for Departments of Vocational Agriculture, 1966. Bulletin 72F-7.

Florida State Dept. of Education, Tallahassee. Agricultural Education Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 19May66 50p.

*VOCATIONAL AGRICULTURE; AGRICULTURAL MACHINERY; *EQUIPMENT; *HAND TOOLS; SCHOOL SHOPS; SUPPLIES; MACHINE TOOLS

Teachers, administrators, and supervisors can use this as a guide to selection of appropriate tools and equipment for effective agricultural mechanics instruction. Items are listed under seven main sections: (1) Tools and Equipment, (2) Power Tools and Equipment, (3) Field Equipment, (4) Office and Classroom Equipment, (5) Shop Equipment, (6) Visual Aids, and (7) Materials and Supplies. Specifications are partially described. Prices and manufacturers are listed, when practical, as a guide to suitable quality. Quantities of tools and equipment recommended are listed under headings of: (1) electric power and processing, (2) farm power and machinery, (3) agricultural construction, building, and maintenance, (4) soil science and water management, (5) animal science, and (6) plant science and forestry. (JM)

VT 000 942
Pendered, Norman C.
Principles for Arranging, Mounting, and Storing Hand Tools in Industrial Arts Shops.

Pennsylvania State Univ., University Park. Dept. of Industrial Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 1Jun63 11p.

*HAND TOOLS; *INDUSTRIAL EDUCATION; *SCHOOL SHOPS; *EQUIPMENT STORAGE

The primary objective of this study was to derive principles for arranging, mounting, and storing hand tools in industrial arts shops. The research was based on the assumption that general principles for tool storage could be tentatively established by the unanimity of opinion of a representative group of qualified personnel. Criteria consisting of 35 statements were derived from relevant literature and submitted to 51 secondary teachers, city supervisors, local directors, state supervisors, and teacher educators. Response data for each criterion were grouped into two categories: (1) the number of jurors accepting the statement or criterion as a principle, and (2) a combination of jurors not accepting the criterion, jurors accepting the criterion if reworded, and jurors not responding to the criterion. The degree of acceptance for each criterion was assigned a percentage weight, and the data were tested for reliability by computing the standard error of the percentage. The 32 derived principles included: (1) A tool panel should be of such height and depth and so located that the average student will be able to remove and replace any tool, (2) Each tool should have a definite place, (3) Design should facilitate tool accountability, and (4) Facilities for locking the panel should be made. (EM)

VT 000 983
Young, Orville L.
Tools and Equipment Used to Make Repairs on the Farms in Central Illinois.

Illinois State Univ., Normal. Dept. of Agriculture
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May64 24p.

AGRICULTURAL EDUCATION; *HAND TOOLS; *EQUIPMENT; *FARMERS; *EQUIPMENT UTILIZATION; SURVEYS

A study was conducted to determine the hand tools and power equipment owned and used by central Illinois farmers to make farm repairs. Data were collected by questionnaire from 77 agriculture students at Illinois State University and 173 vocational agriculture students in Central Illinois high schools regarding the tools and equipment used on the home farms of each student. Of the 99 hand tools listed on the questionnaire, 16 were owned by 98 percent of the farmers and 62 were owned by 50 percent of the farmers. The 16 hand tools commonly owned by Central Illinois farmers are the claw hammer, pliers, crosscut handsaw, screwdriver, putty knife, paint brush, adjustable wrench, tin snips, hacksaw, steel square, wrecking bar, ax, cold chisel, jack, pipe wrench, and sledge. Of the 28 pieces of power equipment listed on the questionnaire, the 5 most commonly owned and used are the portable drill, air compressor, tool grinder, portable saw, and paint spray gun. Teams with farms of 480 acres and larger had more power equipment than smaller farms. However, farmers who owned their farms and secured the major portion of their income from livestock had more equipment than any other group. (JM)

VT 001 631 ED 018 602
Guidelines for Realistic Facility Planning for Schools of Vocational, Technical, and Adult Education.

Wisconsin State Board of Vocational and Adult Education, Madison
EDRS PRICE MF-$0.50 HC-$4.25
Pub Date - 64 83p.

*VOCATIONAL EDUCATION; *EDUCATIONAL FACILITIES; CLASSROOMS; EDUCATIONAL EQUIPMENT; GUIDANCE CENTERS; LIBRARY FACILITIES; BUILDING DESIGN; CONSTRUCTION COSTS; SCHOOL CONSTRUCTION; *SCHOOL PLANNING; CONSTRUCTION NEEDS; *STANDARDS; CONTRACTS; LABOR LAWS; STATE LAWS; FEDERAL LAWS

Specific information needed by local school district personnel in planning vocational, technical, and adult education facilities is provided. Areas covered are (1) seven steps in facility planning, (2) details of vocational education facility planning from inception to dedication, (3) a planning checklist, (4) guideline standards for ceiling heights, room sizes and shapes, library areas, specialized program areas, land requirements, corridors, and elevators, (5) architect selection, (6) federal labor standards, (7) applicant checklist, (8) contractor checklist, (9) State Board checklist, (10) weekly statement of compliance, (11) routine labor relations interview, (12) wage determination, (13) payroll, (14) bidder's proof of responsibility, (15) floor plan for a guidance and testing complex, (16) construction contracts, and (17) Wisconsin construction laws. (JM)

VT 002 773
The Home Economics Department, Its Equipment and Furnishings, Supplement.

North Carolina State Dept. of Public Instruction, Raleigh.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 14p.

*EDUCATIONAL EQUIPMENT; *HOME APPLIANCES; *HOME ECONOMICS EDUCATION; OCCUPATIONAL HOME ECONOMICS; HOMEMAKING EDUCATION

The bulletin was developed to assist teachers in making recommendations for additional equipment which may be purchased under the provisions of the Vocational Education Act of 1963. The equipment recommended for occupational courses involving home economics skills and knowledge is comparable to the type used in a working situation, thereby enabling the student to be better prepared for the labor market. Obtaining the recommended equipment affords opportunities for students to choose, use, and care for a variety of home equipment on the market today. Equipment for the home economics program is classified according to the instructional areas: clothing, home safety, family health, home care of the sick, grooming, and foods and nutrition. Additional equipment needed for occupational training courses is listed under food service, and housekeeping. Miscellaneous and audiovisual equipment are included. Among items included in housekeeper training are a pewter pitcher, a silver tray, and a brass ash tray. An unconnected telephone is also suggested for teaching etiquette. (FP)

VT 002 902 ED 020 320
Nursing Education Facilities, Programing Considerations and Architectural Guide, Report of the Joint Committee on Educational Facilities for Nursing of the National League for Nursing and the Public Health Service.

Public Health Service (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
PHS-Pub-1180-F-1b
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.74/4--F1b, $.65).
Pub Date - Jun64 105p.

*HEALTH OCCUPATIONS EDUCATION; *EDUCATIONAL FACILITIES; CONSTRUCTION COSTS; CONSTRUCTION NEEDS; SCHOOL ARCHITECTURE; *NURSING; NURSES; PRACTICAL NURSES; *PROFESSIONAL EDUCATION; PROGRAM DEVELOPMENT; SPACE UTILIZATION; GRADUATE STUDY; TECHNICAL EDUCATION; *FACILITY GUIDELINES; BUILDING DESIGN

The Joint Committee on Educational Facilities for Nursing of the National League for Nursing and four groups of consultants representing respectively baccalaureate, diploma, associate degree, and practical nursing programs advised the Public Health Service staff in developing this guide to the construction of new schools and the expansion of existing programs. The committee reviewed the literature, visited nursing education facilities in various parts of the nation, and held discussions with the consultant groups. An introductory overview of nursing education describes each of the above types of nursing education programs as well as graduate education, relationships with cooperating health agencies, clinical facilities needed for nursing resources, and trends in admission and graduation. Each type of program is treated in terms of program characteristics, needs and goals, programing and space requirements, and operating budget. The chapter "Architectural Considerations" treats teaching, research, faculty, administrative, student, supporting, continuing education, and mechanical facilities as well as fire safety and acoustics. Construction costs are discussed and diagrams suggest methods of arranging various facilities. (JK)

VT 004 337 ED 021 991
A Pictorial Guide to Aid in Planning Business and Distributive Education Classrooms and Facilities.

New York State Education Dept., Albany. Bureau of Business and Distributive Education
EDRS PRICE MF-$0.25 HC-$2.90
Pub Date - 65 56p.

*BUSINESS EDUCATION; *DISTRIBUTIVE EDUCATION; SCHOOL CONSTRUCTION; EQUIPMENT; *EDUCATIONAL FACILITIES; SPACE UTILIZATION; *FACILITY GUIDELINES

This guide was developed to aid personnel making plans for business and distributive education classrooms and facilities. The information is arranged by secondary school enrollments ranging from 175 to 3,000 in grades 7-12. Detailed floor plans are included for (1) combination typewriting and business education classrooms, (2) typewriting classroom, (3) distributive education classroom laboratories, (4) combination bookkeeping and business education classrooms, (5) secretarial practice classrooms, (6) office practice classrooms, (7) auxiliary duplicating rooms, and (8) business department office, supply and storage room. Twenty-one photographs illustrate rooms and facilities. (MM)

VT 004 399
Implications of the Richmond Plan, Pre-Tech Labs and the Comprehensive Secondary School.

Daniel, Mann, Johnson, and Mendenhall, Los Angeles, Calif.
Educational Facilities Labs. Inc., New York, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 42p.

*EDUCATIONAL FACILITIES; *COMPREHENSIVE HIGH SCHOOLS; *PRETECHNOLOGY PROGRAMS; SCHOOL PLANNING; GRADE 11; INTERDISCIPLINARY APPROACH; LABORATORIES; GRADE 12; PROGRAM DESCRIPTIONS
RICHMOND PLAN; RICHMOND; CALIFORNIA

The purpose of this report was to consolidate the experience and implications from the Richmond Plan into a recommended approach to planning physical facilities for a comprehensive secondary school. The Richmond Plan is an interdisciplinary approach to pre-technological education which has been in operation in 2 high schools since the fall of 1962. The Plan involves integrated study in English, mathematics, science, and pre-technical laboratory and is considered a third "educational track" or alternative to the traditional college prep or industrial arts curriculums. Facility recommendations are presented for space and equipment requirements, and the relationship of the Richmond Plan to the traditional comprehensive school is discussed. Schematic plans for an interdisciplinary comprehensive high school, a technology center, a family life center, a scientific center, and a large group instructional center are given. The concepts of interchange, input, output, focus of attention, withdrawal function, and vehicles of memory are discussed as they apply to facility planning. Background information on the Richmond Plan is also included. (EM)

VT 004 403 ED 022 000
Utilization of Mobile Facilities for Development of Entry Work Skills for Arkansas' Rural Unemployed and Low Income Earners. A Feasibility Study.

Nevada Univ., Reno. School Planning Laboratory
EDRS PRICE MF-$0.25 HC-$2.40
Pub Date - Jul67 46p.

*MOBILE LABORATORIES; MOBILE EDUCATIONAL SERVICES; *ADULT VOCATIONAL EDUCATION; FEASIBILITY STUDIES; *UNEMPLOYED; *RURAL AREAS; OCCUPATIONAL CLUSTERS; ECONOMICALLY DISADVANTAGED
ARKANSAS

Data were gathered through personal interviews to ascertain the feasibility of using mobile training facilities for adults who were unemployed and underemployed in rural Arkansas. Mobile facilities which had been developed for various purposes were reveiwed. Recommendations included that (1) a 1-year pilot field test of selected facilities be made, (2) a 6-month design and development period be allowed for the program and the mobile facilities, (3) mobile units be developed for an occupational exploratory program and for a training program, (4) the project be administered by the Vocational Division of the State Department of Education, and (5) to reach the greatest number of trainees, the project include the job clusters. Recommended clusters were (1) household appliance repair, (2) garment and dry cleaning, (3) general manufacturing mechanic's helper, (4) small gasoline engine repair, (5) farm equipment maintenance, (6) motel, hospital, and nursing home housekeeper, and (7) service station attendant. A $172,000.00 budget was proposed for the pilot field experiment. A bibliography and selected examples of operative mobile units are included. (EM)

VT 004 506 ED 022 001
Plutte, William
Educational Specifications for Pre-Technology Facility.

Richmond Unified School District, California
Stanford Univ., Calif. School Planning Lab.
EDRS PRICE MF-$0.50 HC-$3.30
Pub Date - 65 64p.

*HIGH SCHOOLS; *PRETECHNOLOGY PROGRAMS; *EDUCATIONAL SPECIFICATIONS; SCHOOL PLANNING; *EDUCATIONAL FACILITIES; INTERDISCIPLINARY APPROACH
RICHMOND PLAN

The Richmond Plan is a preparatory program designed to equip high school students for continued education toward a career in a technical field. The three underlying concepts of the Richmond Plan are (1) the experiential, which is basically learner-centered, (2) the interdisciplinary, which is basically teacher-oriented, and (3) the motivational, which is influenced by all controlled environmental factors that will offer the optimum learning climate for both students and teachers. These concepts demand facilities that encourage the interdisciplinary functioning of technical training. Educational specifications for the pretechnology facility should allow for adaption of the interdisciplinary program that will provide a sound general education as well as a specialized pretechnological education. The facility must be designed to meet today's educational needs, as well as to provide flexibility for tomorrow's demands. The educational specifications have been developed so that the architect may develop architectural specifications which will implement the Richmond Plan Concept. In addition to general considerations such as program philosophy and facility implications, educational space requirements for the entire pretechnology facility, the preengineering technology cluster, the paramedical services cluster, and the communicative arts technology cluster are included. (HC)

VT 005 439 ED 020 422
Quinn, Mildred D.; And Others
A Guide for Projecting Space Needs for Schools of Nursing.

Public Health Service (DHEW), Washington, D.C. Division of Nursing
EDRS PRICE MF-$0.25 HC-$1.60
Pub Date - 66 30p.

*HEALTH OCCUPATIONS EDUCATION; *NURSING; *FACILITY GUIDELINES; *EDUCATIONAL FACILITIES; SPACE UTILIZATION; BUILDING DESIGN

Suggestions for programing a facility for nursing education are directed to the school of nursing faculty who are encouraged to explore the opportunity to develop building plans reflecting the philosophy and objectives of their school, the school's unique potential contribution, and the creative capacities of the planning group. The suggested approach involves (1) establishing goals in relation to adequacies and inadequacies of the present facilities, (2) projecting the nursing program including enrollmennt, personnel, budget, and anticipated changes in policies or operation, and (3) actual architectural planning involving estimate of space needs and projection of space utilization for classrooms, laboratories, administrative and faculty offices, secretarial and clerical offices, and supporting space. At the point of architectural planning, the architect may be called upon for guidance. A bibliography and forms for projecting enrollment, personnel, the budget, the curriculum, required teaching space, and space utilization are presented. This publication supplements the information in "Nursing Education Facilities--Programing Considerations and Architectural Guide" (VT 002 902). (JK)

INDIVIDUALS
WITH SPECIAL NEEDS
SECTION

VT 000 808 ED 019 396
Raising Low Incomes Through Improved Education, A Statement on National Policy.

Committee for Economic Development, New York. Research and Policy Committee
EDRS PRICE MF-$0.25 HC-$2.55
Committee for Economic Development, 711 Fifth Avenue, New York, N.Y. 10011 ($.75).
Pub Date - Sep65 49p.

*EDUCATION; *LOW INCOME GROUPS; JOB TRAINING; DISADVANTAGED YOUTH; *VOCATIONAL EDUCATION; EDUCATIONAL NEEDS; VOCATIONAL RETRAINING; PHYSICALLY HANDICAPPED; ILLITERACY; *EDUCATIONAL POLICY; *UNEMPLOYMENT; EMPLOYMENT; VOCATIONAL REHABILITATION; EDUCATIONAL FINANCE; ECONOMIC FACTORS

The enlarged federal role in education does not relieve others of their responsibilities. One of the main purposes of this policy statement is to urge greater efforts by states, localities, and private business to discharge their responsibility to improve and extend education and training which would contribute to raising the productivity, and consequently the incomes, of many Americans with below average incomes. More and better early education, beginning before kindergarten, should be provided for disadvantaged children. States and school districts should modernize vocational training to bring it into line with occupational requirements. States should establish adequate systems of conveniently available educational institutions beyond high school. Programs for training and retraining adults and rehabilitating the physically handicapped should be expanded. Programs to eliminate adult illiteracy should be initiated. In federal programs for assisting economically distressed regions, more emphasis should be placed on finances for constructing and equipping educational and rehabilitation facilities. More use should be made of the capacities of business for training workers and developing effective educational methods. It will be necessary to operate the educational system more efficiently, by better organization of school districts, quicker application of modern techniques, and more research to develop better techniques. (SL)

VT 001 280 ED 017 649
Soule, David H.
An Experimental Program Designed to Promote a Greater Interest in Fulfilling Latent Potential in Underachieving High School Boys Through Goal Identification. Summary Report.

Eastern Michigan Univ., Ypsilanti
EDRS PRICE MF-$0.25 HC-$1.35
Pub Date - 19May65 25p.

*UNDERACHIEVERS; *EXPERIMENTAL PROGRAMS; MALES; GRADE 8; CONTROL GROUPS; EXPERIMENTAL GROUPS; OCCUPATIONAL GUIDANCE; PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; SUMMER PROGRAMS
VISIT; MICHIGAN

An experimental group of 20 and a control group of 8 underachieving 10th grade boys were randomly selected from applicants from three high schools in Michigan to participate in V.I.S.I.T., a project at Eastern Michigan University designed to broaden knowledge about vocations. Each day for 2 weeks, the experimental group visited nearby plants and participated in discussions, counseling sessions, and some recreation. Vocations allotted one day each were aviation, medicine, government, electronics, and conservation. Allotted one half day were careers in the armed forces, unit record equipment and computers, teaching, business equipment, lithography, space technology, and the auto industry. The program was based on both the interest of the group and information from an extensive study of the literature. Some conclusions were that the boys made an observable growth in group cohesiveness, their greatest interest was in the area of aviation and electronics, and they felt the program should be continued. Some recommendations were (1) Goals should be carefully defined, (2) The ratio should be one staff to five boys, (3) The group should be housed in facilities separate from other teenage groups, (4) Rules should be kept to a minimum, (5) More funds should be allowed for recreation and transportation, and (6) Adequate time should be given for directing the project. (JM)

VT 001 969 ED 019 425
Strom, Robert D.
The Tragic Migration--School Dropouts.

National Education Association, Washington, D.C., Dept. of Home Economics
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
National Education Association, Department of Home Economics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($.75).
Pub Date - 64 44p.

SLOW LEARNERS; *DROPOUTS; *ECONOMICALLY DISADVANTAGED; PARENT ROLE; TEACHER ROLE; *FAMILY INFLUENCE; MIDDLE CLASS; HOMEMAKING EDUCATION; *DROPOUT PREVENTION; ASPIRATION; EDUCATIONAL IMPROVEMENT

Information about dropouts is presented for students, teachers, and school administrators with the hope of initiating discussion, planning, and action to forestall the problem. Of the 26 million youth who will enter the labor force between 1960 and 1970, 5.2 million or 20.2 percent will not complete high school. The problem is discussed under the topics (1) "Family Influence on School Failure" which explores the culture of poverty and the middle class effect, (2) "Readiness--A Shared Responsibility" which discusses the job of the home, school, and the teacher and the influence of the family, school, community, and peer group in fostering aspirations, (3) "Emerging Considerations for the School" which makes recommendations concerning curriculum revision, grading concepts, assessment of potential, and learning and instruction, and (4) "Unique Role of the Home Economist" which describes school and neighborhood programs and makes recommendations for continuing activities in improving homemaking skills, community-school relationships, parenthood education, relevance of classroom instruction. A bibliography is included. (MM)

VT 002 146 ED 021 966
Wientge, King M.
Workshop for Counselors and Educators Concerned with the Education, Training, and Employment of Minority Youth. Final Report, Part I, Development, Program, Evaluation. College Research Publications, Number 7.

Washington Univ., St. Louis, Mo.
Metropolitan St. Louis Plans for Progress Companies, Mo.
EDRS PRICE MF-$0.50 HC-$4.15
Pub Date - Oct65 81p.

*CULTURALLY DISADVANTAGED; CULTURAL FACTORS; EMPLOYMENT PROBLEMS; GROUP DISCUSSION; EDUCATIONAL PROBLEMS; *WORKSHOPS; INDUSTRIAL PERSONNEL; *SCHOOL INDUSTRY RELATIONSHIP; FIELD TRIPS; STUDENT MOTIVATION; *STUDENT NEEDS; *MINORITY GROUPS; COUNSELORS; PROGRAM EVALUATION; SECONDARY SCHOOL TEACHERS

The workshop represented the cooperative effort of business, industry, and education in metropolitan St. Louis to support the federal government in providing equal employment opportunity. The components are presented in sequential order, with brief observations relating to each section for use by others who may be interested in developing similar workshops. Forty-five participants, recruited from high schools in the area educating mainly minority youth, were responsible for disseminating the workshop findings in the schools. Part II (VT 001 399) provides guidelines for faculty discussions in the participants' schools. The 15-day workshop consisted of 11 industrial visitations, 10 campus sessions, a final examination, and a banquet. The industrial visitations were conducted by the participating companies using lectures and discussions with actual experiences of observing the functions of operation. Discussions were held between the workshop participants and company representatives as to their experiences with minority youth, what counselors and teachers could do to better equip students for industry, why well-equipped minority youth fail in industrial situations, and whether industry wants qualified minority youth. The topics of the campus sessions were titled: (1) The National Economy, (2) Guidance for Minority Youth, (3) Rewards of Work, (4) Development of Personality and Motivation, (5) Learning Theory and the Culturally Disadvantaged, (6) The Role of the Junior College, (7) Vocational and Technical Education, (8) Psychological Effects of Cultural Deprivation, (9) Employment of Minority Youth, and (10) Communication. Also included are the evaluation and outcome of the workshop. (MM)

VT 002 482 ED 022 847
The Migratory Farm Labor Problem in the United States.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare
EDRS PRICE MF-$0.50 HC-$3.60
Pub Date - 15Mar67 70p.

*MIGRANT WORKERS; *AGRICULTURAL LABORERS; *FARM LABOR PROBLEMS; *FEDERAL LAWS; *GOVERNMENT ROLE; SEASONAL LABORERS; MIGRANTS; LABOR LAWS; MINIMUM WAGE LAWS; WAGES; CHILD LABOR; HEALTH; HOUSING; EDUCATION; SANITATION; FRINGE BENEFITS; NATIONAL SURVEYS; FOREIGN WORKERS; GEOGRAPHIC DISTRIBUTION; ADVISORY COMMITTEES; COLLECTIVE BARGAINING

Migratory farm workers employed in 688 counties in 46 states in 1965 represented a 9 percent increase over 1964. Average earnings for the migratory farm workers in 1965 were $1,737. In spite of the new legislation, which is described, there are additional needs in the areas of wages, child labor, health, education, day care, housing, sanitation, and Volunteers in Service to America. The following corrective legislation was recommended: (1) extension of collective bargaining rights to migrant workers under the National Labor Relations Act, (2) modernized recruitment procedures to result in substantial year-round employment and a more stabilized labor supply, (3) establishment of a national advisory committee, (4) rapid tax amortization for construction of migrant housing, (5) extension of compulsory workmen's compensation laws, (6) unemployment insurance laws for migratory farm workers, (7) modification of old age, survivors, and disability insurance, and (8) pulbic welfare assistance based on need rather than residence. The appendixes contain information concerning domestic agricultural migrants in United States by states and county and grant assistance by state and project. A map of domestic agricultural migrants by county in the United States and a minority report by two committee members are included. (DM)

VT 002 622 ED 021 970
Peterson, Neil D.
A Pilot Project in Vocational Guidance, Placement and Work Experience for Youth for Whom Existing Work Experiences Are Not Appropriate.

Livonia Public Schools, Mich. Dept. of Secondary Education
EDRS PRICE MF-$0.50 HC-$3.35
Pub Date - Apr67 65p.

*PILOT PROJECTS; OCCUPATIONAL GUIDANCE; *WORK EXPERIENCE; *POTENTIAL DROPOUTS; *HIGH SCHOOLS; TESTING PROGRAMS; STUDENT CHARACTERISTICS; STUDENT EVALUATION; SUCCESS FACTORS
MICHIGAN; LIVONIA

Twenty-five sophomore students recommended by their school principal or counselor participated in a pilot educational program designed to be appropriate to the interests and needs of potential high school male dropouts. Test scores, inventories, student records, office files, and employment analyses of the participants were examined to determine similarities of those students who showed some or little success in school, on the job, or in school and on the job. The students were provided with some form of low-level community work experience and 1 hour per day in the classroom. Some findings were: (1) The boys participating in the project had a mean IQ of 88 with a range of 82 to 99 for 95 percent of the group, (2) 82 percent of the participants scored below the 50th percentile on the Iowa Silent Reading Test, (3) All of the students tended to score low in mental ability and achievement tests, and (4) The boys as a group had a dislike for academic subjects before and during the study. The objectives of the project were generally met, and the majority of the boys were retained for the 1965-66 school year. Although the project had its impact and served a good purpose, it was concluded that the progress made by the participants was not commensurate with the time, effort, and money invested in their interests. (WB)

VT 002 873 ED 021 045
One-Third of a Nation, A Report on Young Men Found Unqualified for Military Service.

President's Task Force on Manpower Conservation, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.90
Pub Date - 1Jan64 56p.

*YOUTH; PHYSICALLY HANDICAPPED; EDUCATIONALLY DISADVANTAGED; MALES; PHYSICAL EXAMINATIONS; *MILITARY SERVICE; *DISQUALIFICATION; MENTAL TESTS; STANDARDS; *QUALIFICATIONS; YOUTH PROBLEMS; *INDIVIDUAL CHARACTERISTICS; PROGRAM PROPOSALS; MANPOWER UTILIZATION; MANPOWER DEVELOPMENT

The critical increase in the number of unemployed youth and the evidence that a large number of these youth did not meet even the minimum standards for peacetime military service prompted President Kennedy, on September 30, 1963, to create the Task Force on Manpower Conservation, composed of the head administrators of the Departments of Defense, Labor, Health, Education, and Welfare, and Selective Service. Available government data, supplemented by military rejectee questionnaire information, yielded numerous findings which served as the basis for the Task Force recommendations to the President. It was found that one-third of all young men in the nation turning 18 years old would be rendered unqualified if they were to be examined for induction into the Armed Forces. Of these, about one-half would be rejected for medical reasons, and the remainder would fail to qualify on the mental test. One of every two Selective Service registrants called for preinduction examination was found to be unqualified. It was recommended that the President announce a nationwide Manpower Conservation Program to provide persons who fail to meet the qualifications for military service with the needed education, training, health rehabilitation and related services that will enable them to become effective and self supporting citizens. The appendixes contain detailed statistical tables and technical methodological data. (EY)

VT 002 890 ED 021 046
Kitzmiller, Richard L.
A Model Vocational Education Program for the Slow Learner.

Franklin County School Board, Chambersburg, Pa.
EDRS PRICE MF-$1.00 HC-$12.55
Pub Date - Jan67 249p.

*SLOW LEARNERS; EDUCABLE MENTALLY HANDICAPPED; *PROGRAM PLANNING; *VOCATIONAL EDUCATION; *AREA VOCATIONAL SCHOOLS; JOB ANALYSIS; COURSES; *CURRICULUM RESEARCH; LITERATURE REVIEWS; EMPLOYMENT OPPORTUNITIES; SURVEYS; BIBLIOGRAPHIES; DEMONSTRATION PROGRAMS
PENNSYLVANIA

The term "slow learner" is used in this report to designate the 18 to 20 percent of school children who measure approximately 50 to 89 IQ on individual intelligence tests. The purposes of the project were to identify areas of vocational opportunity best suited to the abilities and interests of the slow learner, adopt criteria for optimum educational instruction, design a model program of vocational education for the slow learner, and determine the staff and facilities needed to operate a demonstration program for 1 year. School superintendents, consultants, guidance counselors, employment counselors, and a status survey of area vocational schools provide information about vocational programs. Questionnaires and rating scales completed by specialists in the field provided information about job complexity, criteria for slow learner program, and an evaluation of courses. Consultants reviewed the data and made recommendations for implementing a model program. It was concluded that the county area vocational-technical school should provide vocational education for the slow learner and should offer more training in (1) packing, storing, and handling manufactured items, (2) operating automotive equipment and office machines, and (3) general maintenance and processing. Of 17 courses examined in the study, six offered many and six offered some educational opportunities for slow learners. Descriptions of courses to be offered, lists of jobs relating to these courses, and annotated bibliography of resource materials, summaries of meetings, the instruments, and data are included in 14 appendixes. (PS)

VT 003 543 ED 021 048
An Experimental Program in Vocational Education. Final Report.

Springfield School District No. 186, Ill.
Illinois State Board of Vocational Education and Rehabilitation, Springfield, Research and Stat. Service
EDRS PRICE MF-$0.75 HC-$9.35
Pub Date - 67 185p.

*EXPERIMENTAL PROGRAMS; EXPERIMENTAL CURRICULUM; *VOCATIONAL DEVELOPMENT; *SOCIAL DEVELOPMENT; CURRICULUM EVALUATION; SOCIAL ADJUSTMENT; *UNDERACHIEVERS; VOCATIONAL ADJUSTMENT; WORK ATTITUDES; *HANDICAPPED STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; SPECIAL EDUCATION; INTERDISCIPLINARY APPROACH; TEAM TEACHING; SUMMER PROGRAMS; PERSONAL ADJUSTMENT; INSTRUCTIONAL MATERIALS; INTEGRATED ACTIVITIES
SPRINGFIELD; ILLINOIS

The purpose of this 6-week summer program for overaged underachievers and handicapped students entering a secondary school setting was to cover materials relating to the prestige of work, develop good employee-employer relationships, and skills which would promote better integration of the students into the social-vocational world. The classroom instruction was conducted by one vocational and one special education teacher. One class was oriented to handicapped students and one was for overaged underachievers with no handicaps. A curriculum was developed by the coordinator and teachers. Thirty-three of 35 students originally enrolled completed the program. Pre and post tests were given to evaluate the rate of gain in academic achievement and attitude change. Improvement was apparent, and the underachieving group had a higher rate of gain than the special education group. The major conclusions were: (1) Six weeks is too short a period to even scratch the surface of the material required by the students, (2) Materials for special education must be different in format, reading level, and rate of presentation, and (3) A program of this type is highly recommended for use during the regular academic year for slow learners and underachievers in the early junior high school grades. The curriculum material is included. (MM)

VT 003 955 ED 021 979
Hornbostel, Victor O., And Others
The Rehabilitation of School Dropouts in Oklahoma City: An Experimental Appraisal. Final Report.

Oklahoma State Univ., Stillwater. Research Foundation
Ford Foundation, New York, N.Y.
EDRS PRICE MF-$0.75 HC-$9.90
Pub Date - Sep67 196p.

*DROPOUT REHABILITATION; EXPERIMENTAL PROGRAMS; ACADEMIC ACHIEVEMENT; *VOCATIONAL EDUCATION; COMPARATIVE ANALYSIS; JOB PLACEMENT; JOB TENURE; SOCIAL ADJUSTMENT; EMPLOYMENT EXPERIENCE; *ACADEMIC EDUCATION; CONTROL GROUPS; EXPERIMENTAL GROUPS; INCOME; STUDENT CHARACTERISTICS; VOCATIONAL FOLLOWUP; *DROPOUTS; *ACHIEVEMENT
OKLAHOMA CITY; OKLAHOMA

The primary research objectives of the 44-month project were to determine the extent to which members of experimental and control groups would differ, after training in academic achievement, vocational achievement, personal-social characteristics, and job placement and job success. The subjects were unemployed or underemployed school dropouts, between the ages of 17 and 22, who had been out of school for at least 1 year. Comparisons were made among the groups: 118 subjects who received a combination of vocational and academic training, 115 subjects who received only vocational training, 59 subjects who received only academic training, and 46 subjects who received little or no training (control group). A pre-test/post-test control group design and extensive use of analysis of covariance procedures were basic to the study. Findings included: (1) During the first year covered by the followup period, the academic-vocational and the vocational groups exceeded the control group in proportions entering the labor market, in average number of weeks employed, and in average annual earnings, and (2) By the end of second year of followup, however, there were fewer significant differences on each of these variables. The research paradigm, the educational program, a description of instrumentation and analysis, and a summary of related doctoral dissertations are included. (PS)

VT 004 010
Hymer, Bennett
The Negro Labor Market in Chicago, 1966; Conditions in Employment and Manpower Training.

Chicago Urban League, Ill.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 20p.

NEGROES; UNSKILLED WORKERS; SEMISKILLED WORKERS; SKILLED WORKERS; RACIAL DISCRIMINATION; COMMUNITY SURVEYS; *NEGRO EMPLOYMENT; NEGRO HOUSING; NEGRO EDUCATION; *EMPLOYMENT PROBLEMS; SOCIOECONOMIC STATUS; SOCIAL PROBLEMS; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT TRENDS; *EQUAL OPPORTUNITIES (JOBS); *EQUAL EDUCATION; LOW INCOME; TECHNOLOGICAL ADVANCEMENT; URBAN AREAS; VOCATIONAL EDUCATION; *LABOR MARKET; APPRENTICESHIPS
CHICAGO; ILLINOIS

Census data and other research reports provided the data for an evaluation of current employment conditions for Negroes, the impact of recent technological developments on the Negro labor force, and public and vocational education available to Negroes. The major findings of the study were: (1) The lowering of racial barriers had not appreciably affected the socioeconomic status of Negro workers compared with that of white workers, (2) Unskilled Negro workers have been isolated from most of the changes that have taken place, (3) Because of housing segregation the relocation of industry in the Chicago area has resulted in a net loss of jobs for the Negro labor force, and (4) School segregation is now a major employment barrier. The analysis showed that despite the favorable conditions for Negro workers during the past 2 years, the Negro labor force still faces job loss through automation, rising unemployment, low wages, and inferior training. These factors reflect the "dual labor market" in which demand and supply forces operate separately for Negroes and whites in determining earnings, occupational distribution, recruitment procedures, hiring practices, training, and promotion of workers. The solutions to these problems require that strong cooperative measures be taken to eliminate employment discrimination, housing segregation, school segregation, and inferior training. (ET)

VT 004 065   ED 016 102
Retherford, Robert M.
A Personal Adjustment and Pre-Vocational Center for Non-Feasible Deaf Adults and Research to Discover and Establish--(1) The Extent to Which Vocational Rehabilitation Can Be Achieved, (2) The Time Required, and (3) The Cost. Final Report.

Michigan Association for Better Hearing, East Lansing
EDRS PRICE MF-$0.75 HC-$9.70
Pub Date -   65 192p.

*VOCATIONAL REHABILITATION; *DEAF; SOCIAL ADJUSTMENT; *PREVOCATIONAL EDUCATION; DEMONSTRATION PROJECTS; *PROGRAM DEVELOPMENT; MEDICAL EVALUATION; PSYCHOLOGICAL EVALUATION; ADMISSION CRITERIA; JOB PLACEMENT; PROGRAM COSTS; *ADJUSTMENT (TO ENVIRONMENT); ADULT BASIC EDUCATION; VOCATIONAL TRAINING CENTERS; VOCATIONAL ADJUSTMENT; TEST RESULTS; COMMUNICATION SKILLS; INDIVIDUAL CHARACTERISTICS

Deaf men whose handicaps were beyond the scope of available state services were enrolled in a program to develop readiness for vocational rehabilitation. The 33 trainees were given instruction in communication, reading, social studies, arithmetic, social adjustment, occupational training, driver education, and preemployment training. Traditional classroom teaching techniques were used. The small size of the trainee sample, the inadequacy of information about the deaf clients, and the lack of relevant normative data should be considered in connection with the following findings: (1) The majority of trainees obtained some type of employment, (2) Evidently most of the men reached a learning plateau in the sixth and eighth months of training, (3) Although academic skill improved little, there was evidence that exposure to formal instruction broadened communication skills and made possible more contact with other trainees as well as with other deaf outside, and (4) The 33 men spent an average of 368.2 days in training at an average cost of approximately $10,250 per man per year. It was recommended that future research focus on two distinct but highly related areas of deficiency in the underprivileged deaf, literacy and communicative ability, and psychological adjustment. Trainee selection and evaluation methods, program facilities and content, placement activities, and tables of trainee information are included. (JK)

VT 004 081   ED 015 305
A Study--Those Not Working in a Tight Labor Market, Milwaukee, Wisconsin.

Greenleigh Associates, Inc., New York, N.Y.
Office of Economic Opportunity, Washington, D.C.
EDRS PRICE MF-$0.75 HC-$7.75
Pub Date -   Jan67 153p.

*UNEMPLOYED; *LABOR FORCE NONPARTICIPANTS; JOB APPLICANTS; ECONOMICALLY DISADVANTAGED; WELFARE RECIPIENTS; *MANPOWER DEVELOPMENT; SOCIAL SERVICES; EMPLOYMENT SERVICES; *EMPLOYMENT PROBLEMS; WELFARE PROBLEMS; SOCIOECONOMIC STATUS; INDIVIDUAL CHARACTERISTICS; EMPLOYMENT POTENTIAL; INDIVIDUAL NEEDS; SURVEYS MILWAUKEE; WISCONSIN

The purpose of the study was to (1) identify the population presumably employable, unemployed adults, aged 16 to 72 in a tight labor market area, (2) ascertain their characteristics, (3) assess employment barriers, needs and potential, and (4) determine services and action programs necessary to make them employable. Between July and October 1966 a sample of 1,479 persons identified from employment service files, welfare department files, substandard housing areas, and casual settings such as bars and poolrooms was interviewed. While 22 percent were actively seeking work, most were not. Roughly one-quarter of those interviewed constituted a group who were voluntarily idle and could have found work had they been sufficiently motivated to do so. The second group of one-quarter included many older long-term unemployed for whom special remedial and rehabilitative programs would be required to make employable. Of this group, many were unskilled, inexperienced, alienated, dependent, and engaged in illicit activities. The other 50 percent of the sample held the most promise for employability if special programs were available to them. This group included younger and prime working age persons who lacked motivation, training, experience, skills, confidence, or child-care facilities. It was recommended that new strategies include (1) establishing programs both geographically and psychologically accessible, (2) providing training, job-finding instruction, entry arrangements, and followup measures using highly individualized methods in a linked-service plan, and (3) developing a strong and locally responsible manpower policy group. (ET)

VT 004 088   ED 015 310
Meissner, Ann; Henze, Richard
Parent Report After Second Year's Operation. Cooperative School-Rehabilitation Center Special Reports, no. 3.

Vocational Rehabilitation Administration (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.55
Pub Date -   Jun67 9p.

*VOCATIONAL REHABILITATION; *PARENT ATTITUDES; *STUDENT BEHAVIOR; STUDENT ATTITUDES; SURVEYS; *EDUCATIONAL PROGRAMS; PROGRAM EVALUATION

In May 1967, 64 of 94 parents of students enrolled in the Cooperative School Rehabilitation Center reported their reactions and observations on their student's progress. Forty-four parents reported changes and 20 reported no changes in student's routine activities at home such as eating habits, sleeping hours, and dressing or grooming activities. The change or development in leisure time activities, hobbies, or social relations most frequently noted was student's talking more with other people. All except two parents had noticed student's increased or continued interest in jobs and work. Fifty-three said there had been no problems in getting him to come or to maintain interest in attending school. Work was the area or aspect of the program students liked most. Increased maturity and better communications were the recurring themes of parent comment on student behavior and experience during the past few months. In general, parents felt that the school experience had been a positive, maturing, and satisfying feature of the child's life. (PS)

VT 004 101 ED 015 321
Oak Glen, A Training Camp for Unemployed Youth.

Manpower Administration (DOL), Washington, D.C.
EDRS PRICE MF-$0.50 HC-3.95
Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.
Pub Date - May66 77p.

*OUT OF SCHOOL YOUTH; *UNEMPLOYED; DROPOUTS; DISADVANTAGED YOUTH; GRADUATES; STUDENT IMPROVEMENT; YOUTH EMPLOYMENT; FOLLOWUP STUDIES; YOUTH PROGRAMS; *CAMPING; *EDUCATIONAL PROGRAMS; *PROGRAM EVALUATION; STUDENT CHARACTERISTICS; PROGRAM DESCRIPTIONS; BIBLIOGRAPHIES
OAK GLEN YOUTH CAMP; CALIFORNIA

A training camp for unemployed youth near Riverside, California is described in this summary of a detailed report, "An Evaluation of the Concept of Trainee Camps for Unemployed Youth," prepared by the Stanford Research Institute (SRI). Youth between 16 and 21 years of age, not in school, and with little change of employment because of lack of skills, knowledge, or abilities participated in the program. The objectives of the SRI study were to determine (1) the proportion of trainees who found employment or enrolled in further training, (2) the extent to which trainees who entered the program but terminated before completing may have benefited from their experience, (3) factors in the camp experiences which benefited the trainees, and (4) characteristics of the trainees. Data chiefly from camp files, were obtained on 77 current trainees, 113 graduates, 207 trainees who terminated prior to the completion of the program, and 82 who were accepted but did not attend. The rates of termination of trainees before graduation was 60 percent. Almost 70 percent of the graduates were employed, compared with approximately 55 percent of the terminees. Factors which seemed to benefit trainees were (1) receiving praise, rewards, and individual attention, (2) improving physical condition through training and diet, (3) increasing reading and math proficiency, and (4) in some cases, learning to work under discipline and regimentation. An annotated bibliography is provided. (PS)

VT 004 160 ED 016 111
National Conference on Manpower Training and the Older Worker. (Washington, January 17-19, 1966).

National Council on the Aging, New York, N.Y.
Dept. of Labor, Washington, D.C.
Dept. of Health, Education and Welfare, Washington, D.C.
EDRS PRICE MF-$3.00 HC-$38.80
Pub Date - 66 774p.

CONFERENCES; MIDDLE AGED; *ADULT VOCATIONAL EDUCATION; EMPLOYMENT PRACTICES; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT SERVICES; ACTION PROGRAMS (COMMUNITY); EMPLOYMENT PROGRAMS; *UNEMPLOYED; TRAINING TECHNIQUES; DISADVANTAGED GROUPS; EDUCATIONAL DISCRIMINATION; *OLDER ADULTS; ADULT BASIC EDUCATION; ADULT LEARNING; STATE FEDERAL SUPPORT; *EMPLOYMENT PROBLEMS; *MANPOWER UTILIZATION; VOCATIONAL REHABILITATION; RECRUITMENT; SELECTION; COUNSELING; VOCATIONAL COUNSELING; MOTIVATION

Approximately 225 representatives of public and private education, management, labor, and federal, state, and local agencies participated in the conference which aimed to provide a common platform for the most informed people from many disciplines to focus on this largely unexplored area, identify successful programs and techniques, and identify gaps in knowledge and services and to chart directions for needed research and action A transcript of the following panel and workshop sessions is given: (1) Community Action on Older Worker Training and Employment: How to Get It and Maintain It, (2) Reaching Out to Find and Motivate the Hard-Core Unemployed Older Worker, (3) Selection for Training: Do Present Practices Militate Against Older Workers, (4) The Role of Personal Counseling and Supportive Services in the Training and Placement of Displaced and Disadvantaged Older Workers, (5) New Fields of Employment and Vocational Training for Older Workers, (6) Basic Education for Adults: Are Special Tools and Techniques Needed, (7) Vocational Training for Adults: Does It Pay, Are Special Techniques Needed, (8) Age Restrictions in Hiring: Some Efforts to Overcome Them, and (9) Employment Services for Older Women: What More is Needed. The appendix contains (1) a staff report on the conference findings, (2) congressional testimony by Charles E. Odell, (3) "Equal Opportunities for the Older Worker," by Milton Rosenberg, (4) "Methods of Vocational Training for Older Workers in French National Railways," by A. Conqueret, and a list of conference participants. (EM)

VT 004 216
Mickens, Alvin
Manpower Perspectives for Urban Redevelopment.

New York Univ., N.Y. Center for the Study of Unemployed Youth
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 88p.

*MANPOWER DEVELOPMENT; *URBAN AREAS; MIGRATION; INNER CITY; *URBAN RENEWAL; GHETTOS; POPULATION TRENDS

This monograph is intended to provide planning and human resource agencies with certain essential perspectives on the urban labor market, and on the character of the changes taking place within it, in the hope of stimulating a stronger appreciation of the need for metropolitan-wide coordination in the manpower field. The relevance and adequacy of Model Cities Programs for coping with patterns of change, and impediments to change, peculiar to metropolitan labor markets are assessed. The decentralization of employment away from the centrally located slum unemployed raises new questions about the efficacy of the current emphasis on upgrading the supply-side of the urban labor market. It was noted that a "comprehensive" strategy, as represented in the Model Cities approach, may not necessarily be the one best suited for effecting social change. Population data changes by metropolitan and nonmetropolitan areas, trends in migration, jobs, and ghetto concentration are reviewed. Suggestions for isolating specific components in Model Cities proposals to heighten the mobility and adaptation of the ghetto labor force throughout the metropolitan area are delineated. (PS)

VT 004 218
Sherwood, Clarence C.
Guidelines for a Data Collection System for Community Programs for Unemployed Youth.

New York Univ., N.Y. Center for the Study of Unemployed Youth
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb66 19p.

*GUIDELINES; *DATA COLLECTION; *YOUTH PROGRAMS; *UNEMPLOYED; *COMMUNITY PROGRAMS

Community programs for unemployed youth are attempts to change people. They have a set of goals, a defined population, and a set of procedures by which they hope to reach and change members of that target population. In this paper, a plea is made for a much more extensive data collection system to provide information in sufficient detail and in sufficient quantity so that some kind of generalizable and applicable knowledge about such programs can be obtained, including an estimate of the extent to which the programs have succeeded.

Guidelines are discussed for (1) the inclusion of more than one program in the same basic data collection system, (2) the inclusion of the total program target population, whether they are ultimately involved in the program or not, into the data collection system, (3) provision for intensive followup over an extended period of time, and (4) the inclusion of much more detailed information about what happens to the youth while being served by the program. (PS)

VT 004 221
Battle, Mark
Issues and Problems in Integrating Needed Supportive Services in Neighborhood Youth Corps Projects.

New York Univ., N.Y. Center for the Study of Unemployed Youth
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb66 11p.

*PROBLEMS; *YOUTH PROGRAMS; *COUNSELING; *REMEDIAL PROGRAMS; *JOB TRAINING; JOB PLACEMENT; FEDERAL PROGRAMS
NEIGHBORHOOD YOUTH CORPS

Experience has taught that supportive services are a vital part of a Neighborhood Youth Corps project. Supportive services include: (1) diagnostic services prior to enrollment, (2) adjustment services during enrollment, (3) basic education services during enrollment, (4) minimal skills training during enrollment, and (5) job development and placement services near the completion of enrollment. Some of the problems identified in providing these services include: (1) the specific identification of the nature and quantity of each necessary service together with the appropriate delivery system, (2) the availability of the supportive services, (3) the difficulty of coordinating existing agencies with the new agencies, (4) the administrative problem of timing the initiation of projects with the provision of the services, (5) the conflicting standards of the Youth Corps and other groups, and (6) the rigidity of some school systems for providing a curriculum to fit the needs of individuals. Several Neighborhood Youth Corps projects where integration of services has been accomplished are discussed. (PS)

VT 004 222
Lagey, Joseph C.
Population Data and Community Self Surveys for the Planning and Operating of Youth-Work Programs.

New York Univ., N.Y. Center for the Study of Unemployed Youth
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun66 27p.

*COMMUNITY SURVEYS; *EDUCATIONAL PLANNING; *PROGRAM DESIGN; *DATA COLLECTION; YOUTH PROGRAMS; UNEMPLOYED; YOUTH; *ECONOMICALLY DISADVANTAGED

For comprehensive program planning, information is needed at the local level on the numbers of the poor, their location, and their characteristics, such as age, sex, race and nationality, occupation, income, employment, education and other population data releveant to particular programs. Three sources and methods of data gathering discussed are--(1) U.S. Census and Bureau of Labor Statistics, (2) state and local community sources, public and voluntary, and (3) community self-surveys. The importance of the community self-survey is emphasized and the following are discussed--(1) the purpose of a community survey, (2) staffing, (3) consultation, (4) interviewer training, (5) questionnaire or schedule construction, (6) data processing, (7) writing of the final report, (8) distribution and utilization of the report, and (9) do's and don'ts of the community survey. (PS)

VT 004 223
Williams, J. Earl
The Role of the Community Action Program in the Solution of Rural Youth Manpower Problems.

New York Univ., N.Y. Center for the Study of Unemployed Youth
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun67 22p.

*YOUTH PROGRAMS; *RURAL YOUTH; *COMMUNITY ACTION; FEDERAL PROGRAMS; *UNEMPLOYED; *COMMUNITY ROLE
COMMUNITY ACTION PROGRAM; CAP

Youth is defined as that segment of the population between the ages of 15 and 24. This definition includes 24 million persons, or 13.4 per cent of the population. Of this number, 7.5 million are rural and 1.8 million of the rural segment are farm youth. The unemployment rate for teenagers in 1965 was 13.1 percent for males and 14.3 per cent for females--the largest category of unemployment by far. The manpower problem of rural youth differs from that of urban youth, and it is to this point that this paper speaks. Based on the 1960 census, the Department of Agriculture indicated that, of the 16 million persons thought to be in poverty, almost half of them were in rural areas. The need for a Community Action Program (CAP) is discussed. The components of CAP are briefly summarized and include--(1) an information center to communicate existing knowledge to youth in the area, (2) a survey of human resources, (3) a referral service, (4) vocational training, (5) job development, (6) on-the-job training, and (7) multi-county programs. Some policy suggestions are recommended. (PS)

VT 004 226
Lesh, Seymour
The Nonprofessional Worker in Youth Employment Programs.

New York Univ., N.Y. Center for the Study of Unemployed Youth
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb66 19p.

*NONPROFESSIONAL PERSONNEL; *YOUTH PROGRAMS; *EMPLOYMENT PROGRAMS; RECRUITMENT; PERSONNEL SELECTION; SUPERVISION; ON THE JOB TRAINING

The nonprofessional is described in this paper as a person who comes from the same milieu as that of the clients being served by the program. As such he can communicate with those clients not responsive to present professional training or techniques. He works as a part of a team with professionals, has an opportunity to contribute to policy making, has an opportunity to contribute to policy making, has a career opportunity within the work he is doing, and is chosen without regard to academic or similar credentials. The roles of nonprofessionals can enhance the work of programs by freeing professionals to exercise their unique skills more fully. Some of the special characteristics of indigenous nonprofessionals which make them valuable staff members are described. Some ways in which nonprofessionals may be recruited, selected, trained, and supervised are suggested. A hierarchy of nonprofessional jobs is identified, each with a different level of responsibility and concomitant remuneration. (PS)

VT 004 227
Kranz, Harry
The Youth Opportunity Centers of the Public Employment Service.

New York Univ., N.Y. Center for the Study of Unemployed Youth
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun66 27p.

*YOUTH PROGRAMS; *EMPLOYMENT PROGRAMS; *EMPLOYMENT SERVICES; *FEDERAL PROGRAMS; *PROGRAM DESCRIPTIONS
YOUTH OPPORTUNITY CENTERS; YOC

The Youth Opportunity Centers (YOC) are operated by State Employment Services with funds and guidance provided by the U.S. Department of Labor's Bureau of Employment Security. Present plans call for more than 175 YOC's in 140 cities throughout the Nation and serving 1,000,000 youth, 16 to 21, with outreach, conseling, testing, job development, placement, followup, and referrals to training and remedial services. The YOC emphasizes employability. The Centers are located in offices separate from those of the regular Employment Services in fringe areas between the pockets of poverty that make up the slums, and the business area of the city. Nearly 421,000 new applicants were served by the Centers from the time the first YOC opened in February, 1965, until the end of 1965. More than 100,000 youth job placements were made during the first year of operation. Farm placement accounted for 3 per cent, unskilled occupations 31.1 per cent, clerical and sales positions 30.7 per cent, and service trades 20.3 per cent of the 100,000 placements. The importance of coordination with the Community Action Program, MDTA program, Job Corps, Neighborhood Youth Corps, and other remedial programs is emphasized. Some problems of the YOC are discussed. (PS)

VT 004 232 ED 023 805
Herman, Melvin; Sadofsky, Stanley
Workshop on Problems of Planning, Recruitment and Selection for Youth-Work Programs.

New York Univ., N.Y. Center for the Study of Unemployed Youth
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
Center for the Study of Unemployed Youth, Graduate School of Social Work, New York University, 853 Broadway, New York, New York 10003 ($.30).
Pub Date - 65 43p.; Summary of proceedings (Sterling Forest, N.Y., November 30-December 2, 1965).

WORKSHOPS; *RECRUITMENT; *YOUTH PROGRAMS; *PERSONNEL SELECTION; UNEMPLOYED; *PROGRAM PLANNING; WORK EXPERIENCE PROGRAMS; *YOUTH EMPLOYMENT; YOUTH AGENCIES; DISADVANTAGED YOUTH; PARTICIPANT CHARACTERISTICS; ADMINISTRATIVE PROBLEMS; PREVOCATIONAL EDUCATION; VOCATIONAL EDUCATION

Thirty-five representatives of local, state, and federal youth-work programs attended a workshop which focused on issues related to planning a youth-work program, identifying the target population, designing a comprehensive program, and recruiting, screening, and selecting youth. Its agenda was established following field visits to a dozen youth-work programs of community action agencies in New Jersey, New York, Connecticut, and Massachusetts. There was considerable discussion of the comparatively meagre resources allocated to the communities for planning work program activities. There was general agreement as to the urgency for much fuller information about the target population, but much uncertainty about the practical means of achieving this aim. It was maintained that disadvantaged youth require a range of services that includes work evaluation, prevocational work experience, vocational skill training, job placement, and supportive services. These services should become the components of a comprehensive program. The one problem of recruitment which concerned every program was the achievement of a balanced group recruited, selected, and enrolled. The overriding problem was expressed as the danger of the recruitment effort's producing a group all of one ethnic background. The issues raised by newly promulgated family income criteria for enrollment of youth, problems of validating income, and provisions for youth program rejectees were discussed. (PS)

VT 004 235 MP 000 345
Urie, Robert M.
Student Aides for Handicapped College Students, A Pilot Study of the Use of Student Aides to the Physically Handicapped in Higher Education. Final Report.

Saint Andrews Presbyterian Coll., Laurinburg, N.C.
EDRS PRICE MF-$0.25 HC-$1.95
Pub Date - 1May67 37p.

PILOT PROJECTS; *HANDICAPPED STUDENTS; *COLLEGE STUDENTS; *COMPANIONS (OCCUPATION); INDIVIDUAL CHARACTERISTICS
ST. ANDREWS PRESBYTERIAN COLLEGE

Seven handicapped males and 16 handicapped females and their aides participated in a study to discover ways in which needs of the physically handicapped students could best be met. The aides were regular students and in most cases were roommates of the handicapped college students whom they assisted with their daily activities. Disabilities of the handicapped ranged from a static cardiac condition to quadriplegia from polio or congenital defects. Data were gathered by student self-reports and partner observations, and by standardized and locally designed tests of academic, psychological and social, and vocational adjustment variables. Findings in all areas tentatively suggested that the handicapped students did not differ significantly from the general college population and could successfully attend college in residence. Although some were able to function without formal assistance, all needed some help, the amount needed determined by formal investigation. They required a relatively greater amount of health personnel time. The less well adjusted tended to remain in the project longer than the better adjusted. Recommendations concern a summer trial and evaluation session for all aides and handicapped, a rehabilitation seminar or credit course for all aides throughout the year, a specific admission guideline as to the ratio of handicapped to able-bodied students, and continued identification and elimination of all architectural barriers on the campus. (FP)

VT 004 237 ED 016 116
Vocational Rehabilitation for Mentally Retarded Pupil-Clients. Summary of Final Report.

Georgia State Dept. of Education, Atlanta
EDRS PRICE MF-$0.25 HC-$0.60
Pub Date - Sep66 12p.

*EDUCABLE MENTALLY HANDICAPPED; *VOCATIONAL REHABILITATION; REHABILITATION PROGRAMS; VOCATIONAL EDUCATION; HIGH SCHOOLS; SPECIAL EDUCATION; *WORK STUDY PROGRAMS; COOPERATIVE EDUCATION
GEORGIA

This project was initiated to help public schools meet some of the major rehabilitation needs of mentally retarded pupils through a coordinated program of services provided by special education and vocational rehabilitation. The 24 steps in the project included: (1) A cooperative agreement outlined individual agency and reciprocal responsibilities, (2) Existing and planned secondary special education programs were evaluated, and seven schools were selected to participate, (3) A state level resource committee was appointed, (4) On the basis of a 57-item evaluation, 3,636 pupils were referred for service, (5) A vocaional appraisal served as a basis for individualized prevocational training plans, (6) 771 pupils participated in on-campus training stations, (7) Local resource committees helped develop work-study programs in which 636 pupils participated, (8) Vocationally oriented curriculum guides were developed in three schools, (9) Vocational rehabilitation adjustment counselors were assigned, (10) Job placement opportunities were developed throughout the state, (11) Followup services were provided, and (12) A cooperative inservice personnel training program was instituted. Three of the nine conclusions were: (1) The length of time in the cooperative program was significant as it related to job placement, (2) The pupils' IQ was not useful in preidicting successful employment, and (3) On-the-job training appeared to be a practical approach. (EM)

VT 004 245   ED 016 121
Beck, Robert B., And Others
The San Antonio Rehabilitation-Welfare Report on Research and Demonstration Project RD 1513.

Texas Education Agency, Austin, Vocational Rehabilitation Div.
EDRS PRICE MF-$0.75 HC-$8.10
Pub Date - Feb67 162p.

*RESEARCH PROJECTS; DEMONSTRATION PROJECTS; *WELFARE AGENCIES; *VOCATIONAL REHABILITATION; *PREDICTIVE MEASUREMENT; EMPLOYMENT POTENTIAL; *WELFARE RECIPIENTS; *INTERAGENCY COORDINATION; DIAGNOSTIC TESTS; INDIVIDUAL CHARACTERISTICS
SAN ANTONIO; TEXAS; AID TO FAMILIES WITH DEPENDENT CHILDREN

The purpose of the project was to help public assistance recipients earn their own living through a joint effort by vocational rehabilitation and public welfare services. Specific objectives included (1) establish methods of identifying potential candidates, (2) develop an interagency operating pattern, and (3) develop an adequate medical-psychological-social-vocational rehabilitation evaluation of recipients. The project sample of 113 was from the target population of 3,200 family heads who were characterized as having low incomes, high birth rates, low education, and predominantly Latin American group membership. A cooperative plan of dual agency functional activities utilized a counselor-caseworker team approach, intensive case service, prevocational evaluation-adjustment services, and a comprehensive client-family research evaluation and rating system. The separate agencies were able to work together effectively. Of 181 cases closed, 38 percent ended in successful employment which compares well with a 2 percent national rate. An adequate referral system was established. With the use of specially developed research instruments, the prediction of success or failure in rehabilitation was made with considerable confidence. Individual client success (increases in weekly earnings) depended quite strongly on a previously steady work history, extensive vocational training, and adequate intellectual functioning. On the basis of experience from this project, the agencies have entered into an agreement to cooperate on projects on a state wide basis. (JM)

VT 004 252   ED 016 124
Bradley, Trudy
An Exploration of Caseworkers' Perceptions of Adoptive Applicants. Final Report.

Child Welfare League of America, Inc., New York, N.Y.
EDRS PRICE MF-$1.00 HC NOT AVAILABLE FROM EDRS.
Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010 ($3.60).
Pub Date - 66 253p.

*ADOPTION; CASEWORKER APPROACH; PARENT ATTITUDES; SELECTION; PARENT CHILD RELATIONSHIP; SOCIAL AGENCIES; *CASE WORKERS; PARENT ROLE; PREDICTION; *ROLE PERCEPTION; PARENTAL BACKGROUND; *PARENTS; INDIVIDUAL CHARACTERISTICS

The purposes of this study were to identify the criteria used by adoption workers in their evaluation of adoptive applications, to discover whether caseworkers have various applicant models for different groups of children, and to explore attributes or attitudes differentiating accepted and rejected couples. Three public and five private agencies in a large eastern metropolitan area participated in the project. Approximately 400 parent couples, 50 from each agency, were interviewed by 87 social workers in the eight agencies. The 102-item caseworker's rating form for adoptive parents was evolved, pretested, and revised in consultation with professionals in the adoption field. It was concluded that caseworkers were discriminating but the range within which they made their judgements was narrow. Therefore their ability to predict capacity to fill the parental role was questioned. Three characteristics of couples seemed to be related to their acceptance by caseworkers: a positive overall effect, suitability for a deviant child, and youth and a relatively recent marriage. Couples were judged to be overall positive, marginal, or poor or unacceptable. Those couples assessed as "better" were awarded "better" children, and those who were "marginal" were awarded marginal or deviant children. It was recommended that a replication of the study be done and that some of the findings be validated. Suggestions for further research, tabular information on different facets of the adoptive process, the caseworker's rating form for adoptive applicants, and a bibliography are included. (FP)

VT 004 328   ED 016 139
Fitcher, Joseph H.
Graduates of Predominantly Negro Colleges, Class of 1964.

Public Health Service (DHEW), Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
Pub-1571
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS 2.22--N31, $0.75)
Pub Date - 67 284p.

GRADUATE STUDY; CAREER CHOICE; *NEGRO EDUCATION; *NEGROES; NEGRO EMPLOYMENT; *GRADUATE SURVEYS; CAREER OPPORTUNITIES; COLLEGES; *COLLEGE GRADUATES; EMPLOYMENT OPPORTUNITIES; *NEGRO ATTITUDES; INDIVIDUAL CHARACTERISTICS; FAMILY BACKGROUND; EDUCATIONAL EXPERIENCE; ECONOMIC DISADVANTAGEMENT; FEMALES; RACIAL SEGREGATION; CIVIL RIGHTS

The purpose of the study was to investigate the status of 1964 graduates from colleges attended predominantly by Negroes. The surveyed population, from 50 predominantly Negro schools, was sampled at the rate of 117 per school. Forty-nine percent responded to the mailed questionnaire. Electronically processed data showed that 98 percent of all respondents were Negro, 1.7 percent were white, and 0.6 percent were "other races." Nearly 40 percent of the Negro graduates planned to enter health related fields, and an equal proportion to teach. Lack of finances was the principal deterrent to graduate study and training for certain professions. More Negro women attended college than men. The majority were indifferent to desegregation on their own campuses, and showed no desire to push themselves into white southern colleges and universities. They believed that the best opportunities were in large northern cities in education and social work, and that prospects in business were poor. Their educational aspirations were high and ambitious. Sixty percent expected to do graduate work, but not immediately. (FP)

VT 004 632   ED 020 356
Progress Report on the Status of Women, October 11, 1963 through October 10, 1964.

Interdepartmental Committee and Citizens' Advisory Council on the Status of Women, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.80
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y3IN8/21--1/963-64, $0.30)
Pub Date - Oct64 34p.

*STATUS; *WORKING WOMEN; FEDERAL PROGRAMS; EQUAL OPPORTUNITIES (JOBS); *FEDERAL LEGISLATION; *STATE LEGISLATION; VOCATIONAL COUNSELING; ADULT VOCATIONAL EDUCATION; FAMILY LIFE

The Federal Government has attempted to advance the status of women by providing increased employment for women in important Government posts, equal health insurance rates for female Civil Service employees, and overseas travel allowances for husbands of women in the State and Defense Departments. For private employment, legislation such as the Civil Rights Act of 1964 and the Equal Pay Act of 1963 promoted equality of rights and remuneration. Nine legislative programs such as the Economic Opportunity Act of 1964 and the National Defense Education Act (strengthened and extended to 1968) have advanced education and counseling. Government agencies have developed curriculums, trained counselors, and prepared guidance materials to upgrade the status of women. Legislation has encouraged either directly or indirectly programs to provide child care and health services, homemaker-services, welfare services, school retention of teenagers, maternal care, mental health, and consumer protection. Over 83,000 copies of the publication, "American Women," were distributed nationally and internationally. Summaries of the original recommendations and reports of the seven committtees to further the implementation of the recommendations of the Commission have been used and publicized by state Commission and other women's organizations. States have enacted laws to establish minimum wages, equal pay, civil and political rights. Thirty-three states have established Commissions to meet the goals of "American Women." Selected information on Governors' Commissions on the Status of Women is included. (FP)

VT 004 668 ED 022 011
Buntlin, L. Ann
Report of Workshop for the Study of the Disadvantaged for Selected Teachers of Occupational Training (Texas Technological College, Lubbock, July 3-July 14, 1967).

Texas Technological Coll., Lubbock
Texas Occupational Research Coordinating Unit, Austin
EDRS PRICE MF-$0.25 HC-$2.90
Pub Date - Jul67 56p.

*PROGRAM DESCRIPTIONS; *SUMMER WORKSHOPS; SUPERVISORS; *TEACHERS; *DISADVANTAGED YOUTH; *VOCATIONAL EDUCATION; SOCIOCULTURAL PATTERNS; ECONOMIC DISADVANTAGEMENT; MINORITY GROUPS; DISADVANTAGED ENVIRONMENT; TEACHING TECHNIQUES; SPECIAL SERVICES; TEACHER IMPROVEMENT

Forty-two teachers and supervisors, selected by the Texas Education Agency participated in a 2-week workshop designed to provide an intensive study of the disadvantaged and to increase the effectiveness of teachers of culturally disadvantaged youth, primarily in the area of occupational training. Scholars in the fields of sociology and psychology served as consultants. The first week of the workshop was oriented toward understanding the life styles of the disadvantaged with an examination of such factors as relevant socio-cultural concepts, the culture of poverty, minority group relations, and strategies and alternatives for solving the problems of the disadvantaged. During the second week an attempt was made to translate insight gained during the first week into teaching goals and techniques. Consultants provided opportunities for participants to explore some introductory strategies of implementation involved in teaching the disadvantaged, to set forth basic concepts relative to differential perception, to develop a motivational system for more effective instruction, and to recognize the influence of emotions and prejudicial attitudes in understanding and teaching the disadvantaged. The workshop seems ultimately to have not only made a contribution to knowledge but to the belief that there is worth in every individual. A bibliography is included. (HC)

VT 004 689 ED 020 357
Report on Four Consultations.

President's Commission on the Status of Women, Washington, D.C.
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PR35.8--W84/C76, $0.35).
Pub Date - Oct63 43p.

*STATUS; *WORKING WOMEN; *VOLUNTEERS; COMMUNITY SERVICES; *MASS MEDIA; *NEGROES; EMPLOYMENT OPPORTUNITIES; VOCATIONAL COUNSELING; ADULT VOCATIONAL EDUCATION; LABOR STANDARDS; VOLUNTEER TRAINING; FAMILY LIFE

Consultations sponsored by the President's Commission on the Status of Women are summarized. Approximately 100 representatives of industry, labor, women's and educational organizations, and federal and state officials attended the consultation on private employment opportunities. Speeches were presented by the Vice President, Attorney General and Secretary of Labor of the United States. Participants discussed vocational guidance, industrial employment opportunities and limitations, training, part-time employment, and compensation of women workers. About 70 participants attended a consultation on volunteer services to identify changing community needs, training needed by volunteer workers, and ways to enhance the quality, standards, values, and rewards of volunteer services. Twenty-nine representatives of the communications media participated in the consultation on portrayal of women by the mass media. They expressed a willingness to supply further information and to implement the Commission's recommendations, especially those related to education and social welfare, and suggested that the Commission identify present limitations of mass media's portrayal of women and make them known to the policy makers of the communications industry. The twenty-two participants in the consultation on the problems of Negro women discussed Negro family patterns, employment opportunities, vocational guidance, community services and participation, and adult education. They concluded that Negro women have the same problems and hopes as other women but they cannot take the same things for granted--status, position in the community, and equitable opportunities. (FP)

VT 004 690 ED 020 358
American Women.

President's Commission on the Status of Women, Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PR35.8--W84/AM3, $1.25)
Pub Date - 63 96p.

*WOMENS EDUCATION; STATUS; *WORKING WOMEN; *VOCATIONAL COUNSELING; *FAMILY LIFE; *EMPLOYMENT EXPERIENCE; LABOR STANDARDS; LABOR LAWS; FRINGE BENEFITS

Findings and recommendations of the Commission and seven committees who assessed the status of women are reported. The committees made recommendations in the areas--women's education and counseling, home and community services, private employment (that under Federal contracts), employment in the Federal government, labor standards, Federal social insurance and taxes as they affect women, the legal treatment of women in respect to civil and political rights, and women as citizens. Some recommendations were: (1) Greater public understanding of the value of continuing education for all mature Americans should have the highest priority on the American agenda, and it is of particular importance to women, (2) Counseling services should be strengthened at all levels in all schools and in public and private employment, (3) Education of girls and women should be thoroughly examined to discover more effective approaches, (4) Expanded community services such as child care, health, education, safety, recreation, and counseling should be provided to maintain the family as the core institution of society, (5) Government service as a showcase for equal employment opportunity should employ women part-time and should provide leadership in equal rights for women, (6) Labor legislation should be enacted to assure women equal pay, minimum wages, limited maximum hours, and the right to collective bargaining, and (7) Widow benefits, unemployment coverage, and maternity or comparable insurance benefits should be extended. The concluding section presents 20th century developments related to women such as increased longevity, improved health, urbanization, higher standards of living, multiple roles of contemporary women, and greater numbers of working women, which are pertinent to the Commission's recommendations. (FP)

VT 004 752 ED 022 014
Kuvlesky, William P.; Lever, Michael F.
Occupational Status Orientations of Negro Youth; Annotated Abstracts of the Research Literature.
Departmental Technical Report 67-2.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology
Texas Agricultural Experiment Station, College Station
EDRS PRICE MF-$0.25 HC-$2.45
Pub Date - Jun67 47p.

*NEGRO YOUTH; *OCCUPATIONAL ASPIRATION; *ABSTRACTS; *RESEARCH REVIEWS (PUBLICATIONS); BIBLIOGRAPHIES; STATUS; GOAL ORIENTATION; RACIAL DIFFERENCES

Research dealing with the occupational status orientations of Negro youth is described and evaluated. Occupational status orientations are defined as projections by individuals of potential or probable future positions within the structure of occupational statuses. Of the 24 studies abstracted, six are concerned solely with Negro youth, four utilize populations including Negro and white youth but do not treat Negro youth separately, and 14 make Negro-white comparisons. The studies date from 1944 to 1966, and the abstracts include location and date of the study, a description of the respondents, objectives, results, and a critical commentary on the research study. A detailed content index and a bibliography of 33 additional relevant publications are included. (ET)

VT 005 027 ED 023 819
Smith, Arthur E., And Others
Evaluation and Skill Training of Out-of-School, Hard Core Unemployed Youth for Training and Placement, a Follow-Up Study of the Experimental and Demonstration Manpower Program.

Saint Louis Univ., Mo. Dept. of Education
Office of Manpower, Automation and Training (DOL), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$6.35
Pub Date - 65 125p.

*FOLLOWUP STUDIES; *EMPLOYMENT PROGRAMS; DISADVANTAGED YOUTH; *PROGRAM EVALUATION; PROGRAM EFFECTIVENESS; YOUTH AGENCIES; YOUTH EMPLOYMENT; DEMONSTRATION PROGRAMS; FIELD INTERVIEWS; *OUT OF SCHOOL YOUTH; UNEMPLOYED; EMPLOYER ATTITUDES; COMMUNITY ATTITUDES; STUDENT CHARACTERISTICS; FAMILY CHARACTERISTICS; SUCCESS FACTORS; EMPLOYMENT SERVICES; *ADULT VOCATIONAL EDUCATION
*YOUTH TRAINING PROJECT; JEWISH EMPLOYMENT AND VOCATIONAL SERVICE; SAINT LOUIS; MISSOURI

The effectiveness of the Youth Training Project administered by The Jewish Employment and Vocational Service (JEVS) of Saint Louis, Missouri, is assessed in this followup study. The report is based upon an analysis of data regarding 91 youths who actually completed the entire JEVS program. The data were obtained from JEVS records and trainee and employer interviews. Fourteen variables related to the trainees and their work experiences were isolated, and it was hypothesized that significant differences would appear between groups of successful and unsuccessful youths when compared on each of the variables. Of the 14 hypotheses tested, only the hypothesis that successful trainees would be judged cooperative by their supervisors more frequently than would unsuccessful trainees revealed a significant difference between successful and unsuccessful groups of trainees. Lack of relevant data regarding the agency, due to the absence of an on-going program, prevented a complete analysis of the agency. However, the employers' reactions of satisfaction with the occupational skills presented by 75 percent of the trainees and a favorable attitude toward the program indicated a successful program devoted to the recovery of youth potential. The interview schedules and tabular data to supplement the text are given in the appendixes. (HC)

VT 005 055 ED 020 401
Regan, Mary C.
Family Patterns and Social Class. Research Monograph No. 5 (Preliminary Draft).

California Univ., Davis. Dept. of Agricultural Education
EDRS PRICE MF-$0.50 HC-$4.00
Pub Date - Jan67 78p.

*SOCIAL CLASS; *FAMILY STRUCTURE; *FAMILY CHARACTERISTICS; *FAMILY ATTITUDES; FAMILY MANAGEMENT; FAMILY ENVIRONMENT; INTERVIEWS; CULTURAL BACKGROUND; FAMILY INFLUENCE; DISADVANTAGED GROUPS

The purposes of the study were to identify the underlying factors which can be used in describing the living patterns of young families and to examine the relations between social class and family climate and between ethnic background and family structure. Comprehensive structured interviews were conducted with 600 young homemakers selected by stratified random sampling from prototype communities. A questionnaire was completed by the homemaker at time of the interview, and one was left for the husband to fill out. Final data were based on 594 usable interview records and questionnaires returned by 70 percent of the husbands. The class divisions were based on those developed in a prior study. Demographically, a positive relationship existed between social class and marital stability, limitation of family size, educational attainment of spouses, family income and home ownership, the husband's hours of work, the achievement of upward mobility, Caucasian ethnic background, and Protestant religious preferences. Ethnic background was related to family structure: Negro families were large and highly unstable, but the oriental family was small and highly stable. A positive relationship existed between social class and organization and administration of family tasks and responsiblities. Behavior patterns of the family were related to social class. Higher class families communicated, empathised and encountered less conflict than lower class families. Values and attitudes were related to social class. The higher the social class the more likely it was to be nonauthoritarian, nontraditional, democratic, and equalitarian. It would seem tenable that society should concentrate its efforts toward more fully understanding the lower-lower class families to determine ways of breaking the organizational, psychological, and idealogical barriers that prevent these families from rising to other social levels. (FP)

VT 005 447 ED 022 033
Kaufman, Jacob J., And Others
The School Environment and Its Influence on Educational Programs for High School Dropouts. Interim Report.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.00 HC-$12.70 OEC-5-85-012 08
BR-5-0060

Pub Date - Jan68 252p.

EXPERIMENTAL GROUPS; CONTROL GROUPS; DROPOUTS; *VOCATIONAL EDUCATION; *GENERAL EDUCATION; *SOCIAL ENVIRONMENT; *DROPOUT PROGRAMS; EFFECTIVE TEACHING; *EXPERIMENTAL CURRICULUM; LITERATURE REVIEWS; TEACHER ATTITUDES; PROGRAM ATTITUDES; STUDENT ATTITUDES; STATISTICAL ANALYSIS; QUESTIONNAIRES; SELF CONCEPT; TEACHER CHARACTERISTICS; WITHDRAWAL; ACADEMIC ACHIEVEMENT; INTELLIGENCE QUOTIENT; BIBLIOGRAPHIES

The major purpose of this study was to test the effects on later employment of having a high school diploma or having skill training but no diploma. This report is limited to the immediate effects of two experimental programs for dropouts. Four groups of students were utilized: (1) the diploma group of 115 students who had dropped out of school but came back for 1 year after which they received a diploma, (2) the skill training group of 128 students who had dropped out but came back for 1 year of vocational training, (3) the control group of 91 students who had dropped out but were offered vocational guidance and financial incentives to participate, and (4) the graduate group of 85 students who were seniors matched with the experimental subjects on race, sex, curriculum and I.Q. The diploma group benefited the most as measured by psychological tests. Chapters are devoted to the social and psychological aspects of school withdrawal, students' evaluation of the program, human relations in the program, and teacher characteristics. The appendixes include the analysis of pre- and post-test results and a student interview-questionnaire. (EM)

VT 005 530 ED 022 037
Experimental and Demonstration Manpower Project for Recruitment, Training, Placement and Followup of Rejected Armed Forces Volunteers in Baltimore, Maryland and Washington, D.C. Final Report.

National Committee for Children and Youth, Washington, D.C.
Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.
EDRS PRICE MF-$1.00 HC-$10.65
Pub Date - 67 211p.

*YOUTH PROBLEMS; YOUTH AGENCIES; EXPERIMENTAL PROGRAMS; INDIVIDUAL CHARACTERISTICS; *DEMONSTRATION PROGRAMS; PROGRAM DEVELOPMENT; URBAN AREAS; YOUTH; REMEDIAL INSTRUCTION; EDUCATIONAL NEEDS; EMPLOYMENT SERVICES; MALES; *REHABILITATION; NONPROFESSIONALS; *MILITARY SERVICE; *EDUCATIONALLY DISADVANTAGED; PROGRAM DESCRIPTIONS
YOUTH OPPORTUNITY CENTER; WASHINGTON; DISTRICT OF COLUMBIA; BALTIMORE; MARYLAND; CHICAGO; ILLINOIS; ST. LOUIS; SAN ANTONIO; TEXAS; LOS ANGELES; CALIFORNIA; ROCHESTER; NEW YORK

The national problem resulting from the inability of large numbers of youths to meet educational requirements for military enlistment was described in the 1966 report (see VT 005 531). Part I of this report contains an analysis of the efforts of the National Committee for Children and Youth (NCCY) to help this youthful population in Baltimore, Maryland, and Washington, D.C., since July 1966, and a summary of the procedure involved in effecting a transfer of this experimental and demonstration project under NCCY auspices to local Youth Opportunity Centers. Although provision was made for 1,000 youths, only 765 were served at a cost of $193,000 compared to 1,259 youths served the previous contract year. Part II is a compendium of the training and consultative services offered by NCCY, during the year beginning June 1, 1966, in a project to train selected staff members from five Youth Opportunity Centers in Chicago, St. Louis, San Antonio, Los Angeles, and Rochester to enable them to return to their own cities to establish experimental and demonstration programs for training and placing youth who failed to meet minimum requirements for military service. Comprehensive rogram descriptions and evaluations and detailed characteristics of the target population are included. (ET)

VT 005 531 ED 022 038
Experimental and Demonstration Manpower Project for Recruitment, Training, Placement and Followup of Rejected Armed Forces Volunteers in Baltimore, Maryland and Washington, D.C., March 1, 1965 to June 30, 1966. Final Report.

National Committee for Children and Youth, Washington, D.C.
Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$8.25
Pub Date - 66 163p.

*YOUTH PROBLEMS; YOUTH AGENCIES; EXPERIMENTAL PROGRAMS; *DEMONSTRATION PROGRAMS; PROGRAM DEVELOPMENT; MALES; INDIVIDUAL CHARACTERISTICS; REMEDIAL INSTRUCTION; EDUCATIONAL NEEDS; *REHABILITATION; INTERAGENCY COOPERATION; PROGRAM DESCRIPTIONS; *EDUCATIONALLY DISADVANTAGED; URBAN AREAS; *MILITARY SERVICE; FOLLOWUP STUDIES; EMPLOYMENT SERVICES; COUNSELING; GUIDANCE
WASHINGTON; DISTRICT OF COLUMBIA; BALTIMORE; MARYLAND

This report contains an analysis of the efforts in 1965 and 1966 of the National Committee for Children and Youth (NCCY) to help the youth in Baltimore and Washington, D.C. who failed to meet the educational requirement for military enlistment. A description of the program includes: (1) background of the NCCY, (2) intake and followup process, (3) comparison of the first and second projects, (4) findings and recommendations for conducting a program, (5) problem identification, (6) characteristics of the target population, (7) administration, (8) methodology, (9) program development, (10) summaries of case studies, (11) followup results, and (12) forms used in the program. Followup visits made 6 to 8 weeks after intake of the 1,009 youths given assitance during the reporting period show: (1) 186 in the military service, (2) 53 in Job Corps, (3) 76 in school full time, (4) 353 employed full time, (5) 28 employed part time, (6) 106 unemployed, (7) 47 awaiting placement after training, (8) 25 incarcerated in correctional institutions, (9) 97 unlocated, and (10) 22 wanted no further assitance. Some positive benefits were derived from the program by a majority of the youth who were referred although many are still confronted with serious problem situations. (MM)

VT 005 774
Vocational Education for Disadvantaged Adults, An Experimental Project.

School of Adult and Vocational Education, Cairo, Ill.
Illinois Research Coordinating Unit, Springfield
Illinois Dept. of Public Instruction, Springfield
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 10p.

*DISADVANTAGED GROUPS; *VOCATIONAL REHABILITATION; *VOCATIONAL TRAINING CENTERS; *ADULT VOCATIONAL EDUCATION

The placement of students on jobs commensurate with their vocational training was this project's ultimate objective. The program is described under headings of philosophy, objectives, counseling, testing, placement, and curriculum. Vocational courses are offered in auto mechanics, carpentry, ceramics, crafts, data processing operation, graphic arts, home and family living, licensed practical nursing, mills and drills, nurses aide, power sewing, retail sales, state and federal civil service examination preparation, upholstery and furniture repair, vocational business, welding, and cosmetology. Reasons are given for using achievement ability, and specific purpose tests and an extensive counseling program is described. (DM)

VT 005 776   ED 021 130
Gough, Lowell A.; Rowe, Harold R.
A Study of Factors Associated with Outcomes of MDTA Agricultural Education Projects in the Somerset Area. Final Report.

Kentucky Research Coordinating Unit, Lexington
Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education
Somerset Employment Service, Kentucky
EDRS PRICE MF-$0.25 HC-$1.35
Pub Date - Jan68 25p.

*AGRICULTURAL LABORERS; *ADULT FARMER EDUCATION; *PROGRAM EVALUATION; AGRICULTURAL EDUCATION; AGRICULTURAL PRODUCTION; ECONOMIC DEVELOPMENT; BEHAVIOR CHANGE; JOB SKILLS; INCOME; *ECONOMICALLY DISADVANTAGED MDTA PROGRAMS; KENTUCKY; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Three Manpower Development and Training Act (MDTA) agricultural education courses were evaluated to determine whether they are a good investment for training farm workers to profitably provide products for a diversified farm market. A survey of 233 enrollees during training, and employment service followup records provided information for pre- and post-training comparison. Approximately 97 percent of former general program trainees, 90 percent of the farm hand program trainees, but only 5 percent of the gardener program trainees were employed in the type of job for which they were trained. The annual gross income of the trainees before entering the program averaged $700 and the weighted average of all incomes reported by employed trainees after 3 months, 6 months, and 1 year was approximately $2,500 per year. An indepth analysis of interviews with 19 farmer general trainees indicated that the cost of MDTA farmer general program is realizable within 3 years of the training. Conclusions were that (1) MDTA farmer general and farm hand general courses are a good educational investment, (2) MDTA farmer general and farm hand general courses will provide a direct solution to the rural poverty and an indirect solution to the urban poverty problems, and (3) MDTA farmer general and farm hand general courses will make additions to the economy of Kentucky and supply the demands of a diversified farm market. (DM)

VT 005 951
Healas, Donald V.; Cotter, Jude T.
Adult and Youth Employment Project, City of Detroit, Experimental and Demonstration Project, April, 1965-June 1966. Final Report.

Mayors Committee for Human Resources Development, Detroit, Mich.
Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 316p.

*ADULT VOCATIONAL EDUCATION; *DEMONSTRATION PROJECTS; *COMMUNITY PROGRAMS; UNEMPLOYED; *EMPLOYMENT PROGRAMS; PROGRAM DESCRIPTIONS; *DISADVANTAGED YOUTH; POVERTY PROGRAMS; TESTING PROGRAMS; OCCUPATIONAL GUIDANCE DETROIT; MICHIGAN; *MAYORS YOUTH EMPLOYMENT PROJECT; MYEP; MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

In order to prepare young adults from areas of high unemployment in Detroit for successful competition in a changing labor market, employment project objectives were: (1) to counsel, test, and provide complete medical and dental examinations for incoming trainees, (2) to provide special job training opportunities that could be utilized by the trainees to acquire work training and hold jobs, (3) to provide related educational programs, 94) to develop new methods of testing and counseling to more accurately evaluate potentials, (5) to provide programs of selection that match youth with job opportunities and increase motivation, and (6) to provide a follow-up program for the trainees once they have been terminated. Trainees were unemployed youth 16 to 21 years of age, from socioeconomically deprived families in Detroit. Statistics revealed that during the period involved, 520 individuals were in regular enrollment. Of these, 96 were terminated, 408 were involved in employment placement, and 459 were enrolled in additional special activities such as Neighborhood Youth Corps. Barriers to jobs were listed as age, medical problems, high school diploma, criminal record, and ethnicity. The major effect of placement was orientation to reality and effective use of training. Recommendations included introducing more employers to the project and introducing clients to employers. (DM)

VT 006 241
Specht, Harry; Pruger, Robert
Job Creation--A Means for Implementing a Public Policy of Full Employment. Technical Monograph No. 9; Publication No. 109.

Contra Costa Council of Community Services, Walnut Creek, Calif.
Office of Economic Opportunity, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
9279
Contra Costa Council of Community Services, 2717 North Main Street, Suite 9, Walnut Creek, California 94596 ($1.00).
Pub Date - Apr67 42p.

*UNEMPLOYED; *UNSKILLED LABOR; *EMPLOYMENT PROGRAMS; ECONOMIC DISADVANTAGEMENT; POVERTY PROGRAMS; MANPOWER UTILIZATION; GOVERNMENTAL FUNCTIONS; PROGRAM ADMINISTRATION; *PROGRAM PROPOSALS CALIFORNIA

Job-creation demonstration projects resulting in employment of 40,000 to 50,000 poor persons have been financed by the Office of Economic Opportunity. Some program goals were: (1) to determine the effect of having a job available for all who are willing and able to work, (2) to reduce the number of families with income below $4,000 per year, (3) to find the best means of building new jobs in public agencies, (4) to build and test programs that provide opportunities for the new workers to learn, grow, and change, and (5) to increase services to the low-income community by utilization of available manpower. Limitations of existing programs are: (1) Jobs are usually set up outside regular employment systems, (2) The small numbers of individuals employed attract only the highly talented and resourceful poor, and (3) Employment is only at entry level with little opportunity for advancement. Tax cuts are inefficient in raising employment, poverty programs are limited in the number of people they reach, and welfare and unemployment insurance only sustain low level income. Job creation would result in savings in welfare and a reduced crime rate, and the money paid would be spent on consumer goods to expand the local economy in poverty areas. An employment program during training is a necessity for the hard core unemployed. (DM)

VT 006 418   ED 023 855
Establishment of a Vocational Evaluation-Work Adjustment Unit. Final Report.

Springfield Goodwill Industries, Inc., Mass.
Vocational Rehabilitation Administration (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$6.95 RD873
Pub Date - 1Feb67 137p.

*VOCATIONAL REHABILITATION; *PROGRAM DESCRIPTIONS; *REHABILITATION PROGRAMS; *HANDICAPPED; *PILOT PROJECTS; DEMONSTRATION PROGRAMS; VOCATIONAL EDUCATION; DISADVANTAGED GROUPS; PROGRAM CONTENT; PROGRAM COORDINATION; PROGRAM EVALUATION; PROGRAM GUIDES; PHYSICALLY HANDICAPPED; MENTALLY HANDICAPPED; COUNSELING; VOCATIONAL ADJUSTMENT; PERSONAL ADJUSTMENT; JOB PLACEMENT; EVALUATION; ON THE JOB TRAINING; SHELTERED WORKSHOPS
SPRINGFIELD; MASSACHUSETTS

A multi-phased demonstration and research project was established to assist with rehabilitation problems of severely disabled and handicapped persons. Services made available were: (1) evaluation of the individual's vocational potential, (2) work and personal adjustment programs, (3) training courses not available through traditional sources, (4) guidance in placement service, and (5) research in evaluation and testing procedures. General objectives were: (1) to search for and apply knowledge, methods, and techniques previously acquired, (2) to increase the number of employable handicapped, (3) to strengthen and increase community resources for vocational rehabilitation, and (4) to initiate programs of research within problem areas. Some results were: (1) development of a system of simulated work tasks for evaluation of an individual's vocational potential for rehabilitation, (2) establishment of counseling and guidance services resulting in a combined personal adjustment-work adjustment approach to help the client achieve an optimal adjustment to the world of work, (3) initiation of a program of on-the-job training with emphasis on the acquisition of skills in areas for which training was not readily available through traditional local sources, (4) determination that a placement counselor is necessary for the rehabilitation program. (DM)

VT 006 726 ED 023 874
Nash, Ruth Cowan, Ed.
Rural Youth in a Changing Environment; Report of the National Conference (Oklahoma State University, Stillwater, September 22-25, 1963).

National Committee for Children and Youth, Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
National Committee for Children and Youth, 1145 19th street, N.W., Washington, D.C. 20036.
Pub Date - 65 353p.

*CONFERENCE REPORTS; *RURAL YOUTH; URBAN YOUTH; URBAN IMMIGRATION; *RURAL URBAN DIFFERENCES; URBAN ENVIRONMENT; YOUTH; YOUTH AGENCIES; YOUTH CLUBS; YOUTH EMPLOYMENT; *YOUTH PROBLEMS; YOUTH PROGRAMS; *SOCIAL CHANGE; MINORITY GROUPS; LOW INCOME GROUPS; ATTITUDES; NATIONAL SURVEYS; EDUCATIONAL NEEDS; PROGRAM DESCRIPTIONS; VOCATIONAL EDUCATION
*NATIONAL CONFERENCE ON RURAL YOUTH IN A CHANGING ENVIRONMENT, STILLWATER, OKLAHOMA, SEPTEMBER 22-25, 1963

To analyze the problems of rural youth in a changing environment, 520 participants from 48 states attended this conference. Winthrop Rockefeller delivered the keynote address, "Let's Listen to Youth," a study prepared for the Rockefeller Brothers Fund concerning the problems, attitudes, and aspirations of rural youth based on the analysis of interviews with 17,094 rural youth interviews and 720 urban youth. The study conclusions were that young people have worthwhile objectives, are willing to exert themselves, feel that the future holds many opportunities for them, are concerned about education, finding a job, making money, and immediate family and marital problems. Participants were involved in topical meetings, workshops, youth panels, and major presentations by national leaders. Priorities for action were listed as: (1) Increase Awareness of the Problems of Rural Youth, (2) Mobilize the Rural Community for Action, (3) Strengthen the Schools, (4) Initiate and Expand Related Educational Programs, (5) Improve Programs in Guidance and Counseling, (6) Expand Opportunities for Employment, (7) Provide Necessary Community Services, (8) Foster Moral and Spiritual Values, (9) Assist in Adjustment to Urban Living, and (10) Conduct Appropriate Research. Reports and recommendations of specific workshop committees, followup activities, and program and projects for rural youth are contained in the report. (DM)

VT 006 760 ED 023 875
Morgan, Carolyn A.; Boyd, Virlyn A.
Annotated Bibliography of Publications and Reports Resulting from Southern Regional Cooperative Research Project S-44; Factors in the Adjustment of Families and Individuals in Low-Income Rural Areas of the South.

Clemson Univ., S.C. Dept. of Agricultural Economics and Rural Sociology
South Carolina Agricultural Experiment Station, Clemson
Economic Research Service (DOA), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.80
Pub Date - Mar66 34p.

*ANNOTATED BIBLIOGRAPHIES; ADJUSTMENT PROBLEMS; *ECONOMICALLY DISADVANTAGED; *RURAL AREAS; PUBLICATIONS; RESEARCH PROJECTS; OCCUPATIONAL MOBILITY; *VOCATIONAL ADJUSTMENT; *OCCUPATIONAL ASPIRATION; EMPLOYMENT EXPERIENCE

Publications and reports related to factors in adjustment of families and individuals in low income rural areas of the South are reported in this annotated bibliography of research findings for 1960 through 1965. The 83 publications reported resulted from the Southern Regional Cooperative Research Project S-44. Topics related to vocational education include job mobility and aspiration, occupational adjustment, and occupational experiences. (DM)

INSTRUCTIONAL
MATERIALS AND DEVICES
SECTION

VT 002 912 ED 017 670
Bushnell, David S.
Technological Change and the Journeyman Electrician, An Experimental Study in Continuing Education. Volume II, Course and Supplementary Materials.

Stanford Research Inst., Menlo Park, Calif.
EDRS PRICE MF-$0.75 HC-$7.80
Pub Date - Mar63 154p.

ADULT VOCATIONAL EDUCATION; TRADE AND INDUSTRIAL EDUCATION; TESTS; *EDUCATIONAL EXPERIMENTS; *ELECTRICIANS; *TEACHING METHODS; TEACHING MACHINES; *ELECTRONICS; *CURRICULUM GUIDES

A survey of the members of Local 617, International Brotherhood of Electrical Workers, San Mateo County, California, revealed that the electricians felt they needed; (1) A review of the fundamentals of electricity and electric circuit theory, both for AC and DC currents, (2) New applications and use of electrical test equipment, (3) The ability to read and interpret schematic diagrams, wiring diagrams, and blueprints, (4) the ability to troubleshoot electronic circuits, motor circuits, and control circuits, (5) A review of simple electrical calculations, (6) Information on hooking up motors, controls, relays, and other electrical circuits, and (7) A thorough knowledge and application of the National Electrical Code and local variations of it. A course was developed to cover these major categories and incorporate new concepts in training. Six sections were established using 3 different modes of instruction; (1) Auto Tutor machine and laboratory, (2) live instruction with teaching-machine grading and laboratory, and (3) live instruction review with Auto Tutor and laboratory. The Auto Tutor teaching machine presents information to the student in the form of a few facts at a time at the student's own rate of learning and checks learning with multiple-choice questions. The machine grading system, Testing and Recording Electronic Device (TRED) 135A, is an electronic machine designed to give tests to students and record the answers on IBM cards. This document presents the course outline, revisions of the Auto Tutor film system, textbooks, lesson assignments, and tests used by the 6 groups in the 18-week training program. "Technological Change and the Journeyman Electrician--An Experimental Study in Contuning Education, Volume I," (VT 002 914) presents the background, development, and results of the project. (HC)

VT 004 307 ED 019 475
Olson, Milton C., And Others
A Teacher's Guide to Economics in the Business Education Curriculum.

Joint Council on Economic Education, New York, N.Y.
National Business Education Association, Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($1.25).
Pub Date - 63 111p.

*BUSINESS EDUCATION; *TEACHING GUIDES; *ECONOMICS; HIGH SCHOOLS; ANNOTATED BIBLIOGRAPHIES; TEACHER ROLE

Participants in a National Workshop on Economics for Business Education Teachers in 1960, sponsored by the Joint Council on Economic Education and the National Business Education Association, prepared this guide for business education teachers just becoming interested in economic education as well as those trying to achieve depth in the more advanced courses. The first section deals with the challenge of economic eduation to business education; (1) The Business Teacher and Economic Education, (2) What Is Economic Education, (3) The Teaching Problem and Approaches in Business Education, and (4) The Business Teacher's Role Outside the Classroom in the Economic Education Program. The second section deals with the opportunities for teaching economics in business education courses; (1) General Business, (2) Consumer Economic Problems, (3) Business Law, (4) Advanced General Business, (5) Bookkeeping, and (6) Typewriting. The suggested content to be taught and various methods and techniques for teaching economics in business education are discussed. An annotated bibliography of pamphlets and books for classroom use is included. (PS)

VT 005 544 ED 019 511
Coffey, John L., And Others
Evaluating the Efficiency and Effectiveness of Self-Instructional Methods for Selected Areas of Vocational Education. Final Report.

Battelle Memorial Inst., Columbus, Ohio.
EDRS PRICE MF-$1.00 HC-$11.00
BR-5-1363
Pub Date - Feb68 218p.

*TRADE AND INDUSTRIAL EDUCATION; SKILL ANALYSIS; *AUTOINSTRUCTIONAL AIDS; *EVALUATION; *MATERIAL DEVELOPMENT; *JOB SKILLS; UNITS OF STUDY (SUBJECT FIELDS); MATHEMATICS; TASK PERFORMANCE; TASK ANALYSIS; PROBLEM SOLVING; VISUAL DISCRIMINATION; ORAL COMMUNICATION; HAND TOOLS; AUDITORY DISCRIMINATION; PROGRAMED MATERIALS; PROGRAMED UNITS; AUTO MECHANICS (OCCUPATION); SHEET METAL WORKERS; COSMETOLOGISTS; DRAFTSMEN; ELECTRICIANS; WELDERS; MACHINISTS

The two major phases of this research were (1) analyzing trade and industrial education to identify and describe primary vocational skills as the basis for self-instructional units, and (2) developing and evaluating nine self-instructional units. Three instruments were used in analyzing vocational content sources to identify and describe general behaviors as well as trade-specific examples of how the behaviors are demonstrated within automotive mechanics, cosmetology, drafting, electrical-electronics, machine trades, sheet metal, and welding. The major result of the analysis phase was the development of a behavioral catalog containing the general behaviors involved in trade and industrial education and specific examples of how these behaviors are demonstrated. Self-instructional units developed to teach eight selected skills were; (1) operating hacksaws and operating screwdrivers to teach hand tool operation, (2) communicating courteously in cosmetology to teach oral communication, (3) visualizing stationary three-dimensional objects from two-dimensional drawings to teach visualization, (4) identifying the causes of tire wear to teach visual diagnosis, (5) identifying metals to teach sensory discrimination, (6) doing a good job at work to teach performance evaluation, (7) giving a basic haircut to teach task performance, and (8) lettering to teach two-dimensional form construction. Studies of the skills of auditory diagnosis and mathematical word-problem solving did not result in units that could be evaluated. Evaluations of five units supported the contention that self-instruction is efficient and effective. A catalog of behavior for trade and industrial education units are included. Progress reports of the project are ED 010 403. (PS)

VT 005 549 ED 019 512
Nish, Dale LeRoy
The Development and Testing of a Polysensory Instructional System for Teaching Knowledges and Skills Associated with the Use of Expandable Polystyrene Plastics. Report No. 18.

Washington State Univ., Pullman. Dept. of Education
Washington State Coordinating Council for Occupational Education, Olympia
EDRS PRICE MF-$0.50 HC-$3.40 OEG-4-7-070031-1626 08
BR-7-0031
Pub Date - Jun68 66p.

SINGLE CONCEPT FILMS; PROGRAMED TEXTS; *INSTRUCTIONAL TECHNOLOGY; *PLASTICS; HIGH SCHOOLS; *SKILL DEVELOPMENT; COMPARATIVE ANALYSIS; EDUCATIONAL EXPERIMENTS; *AUTOINSTRUCTIONAL AIDS; ABILITY GROUPING; STUDENT EXPERIENCE; SCHOOL SHOPS; *INDUSTRIAL ARTS
WASHINGTON

Thirty students in grades 6 through 12 classified into high, average, and low ability groups, used expandable polystyrene plastics and equipment to construct a foamed rubber ice bucket to provide an indicator of the success of the polysensory self-instructional system developed for this experiment. A pretest determined existing knowledges and proficiencies. Single concept films, programed instruction books, laboratory experiences, and a teacher's guide were developed for each of four instructional units. Capabilities of the system to help pupils acquire defined levels of knowledge and skills were evaluated by analyzing: (1) performance test scores, (2) knowledge test scores, (3) numbers of times films were reviewed, (4) errors made in the programed books, (5) student work procedures, (6) quality of finished polystyrene product, and (7) the performance differences between and within three ability levels. Results indicated: (1) Laboratory performance scores exceeded those defined as adequate, (2) Performance score variation and time variation were as great within ability groups as between these groups, (3) High ability groups viewed the films most often and low ability groups least often, and (4) The quality of products produced indicated that all students performed in excess of minimum acceptable criteria. It was concluded that such polysensory self-instructional systems can be effectively used to teach all types of knowledges and skills such as those studied. An extensive bibliography is included. (EM)

VT 005 941 ED 021 141
Hill, Edwin K.
The Development and Testing of an Experimental Polysensory Self-Instructional System Designed to Help Students Acquire Basic Electrical Occupational Competencies. Final Report. No. 19.

Washington State Coordinating Council for Occupational Education, Olympia
Washington State Univ., Pullman. Coll. of Education
EDRS PRICE MF-$0.50 HC-$3.85 OEG-4-7-070031-1626 08
BR-7-0031
Pub Date - Jun68 75p.

*MEDIA RESEARCH; *AUTOINSTRUCTIONAL AIDS; *PROGRAMED INSTRUCTION; *ELECTRICTY; *INDIVIDUAL INSTRUCTION; MULTIMEDIA INSTRUCTION; KNOWLEDGE LEVEL; POST TESTING; PRETESTING; EXPERIMENTAL GROUPS; SYSTEMS APPROACH; BIBLIOGRAPHIES; ELEMENTARY SCHOOL STUDENTS; SECONDARY SCHOOL STUDENTS

An experimental polysensory self-instructional system designed to assist students in acquiring and applying knowledge of the nature, conversion, and transmission of electrical energy and of principles of simple electrical circuits was developed and tested for effectiveness. Related laboratory exercises were an integral part of presenting information in a linear programed pattern and a workbook in which the students were asked to respond to a wide variety of questions and problems. Parallel forms of pre-test and post-test criterion measures developed for the study determined the knowledge gain of the sample of 30 boys and girls in grades three through 12. The total mean time required to complete the three lessons in the system was 3.3 hours. The system functioned with respect to individual student differences and independently of instructor assistance a major part of the time. Analysis of post-test scores indicated that the average achievement was 60.1 percent of possible achievement and that variations in achievement were associated with differences in age. Low, average, and high ability students learned equally well from the system. Lists of references are included. (HC)

VT 007 012 ED 023 888
Byrd, F. Ross; Christensen, Barbara A.
An Experimental Self-Instructional System for Introducing Gregg Shorthand. Final Report, No. 28.

Washington State Univ., Pullman. Dept. of Education
Washington State Coordinating Council for Occupational Education, Olympia
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.20 OEG-4-7-070031-1626 08
BR-7-0031
Pub Date - Aug68 42p.

*MULTIMEDIA INSTRUCTION; *STENOGRAPHY; *AUTOINSTRUCTIONAL AIDS; GRADE 11; GRADE 12; *MATERIAL DEVELOPMENT; SYSTEMS APPROACH; EDUCATIONAL OBJECTIVES; EDUCATIONAL EXPERIMENTS

The purpose of the study was to explore the extent to which a prototype multi-media self-instructional system comprised of 48 lessons can be used to help grade 11 and 12 students acquire defined levels of Gregg shorthand capabilities. Criteria for measuring student competencies and performance objectives at interim points and at the completion of the system were defined. Prerequisite entry abilities were also defined to provide a basis for selection of a population to test the system. Learning tasks necessary to achieve minimum competencies in the first six lessons of the system have been identified and sequenced. An evaluation matrix to measure student achievement has been developed. The instructional system utilizes the following media: (1) a sound film cartridge to be used individually, (2) Gregg Shorthand textbooks, Diamond Jubilee Series, (3) student workbook, (4) tape recorder and prepared dictation tapes, and (5) instructor's handbook. (MM)

VT 007 268 ED 023 918
Reynolds, Robert R.
In Service Training in Computer Assisted Instruction for Vocational Teachers. Final Report.

Providence Coll., R.I.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.40 OEG-1-7-070175-2642 08
BR-7-0175
Pub Date - 67 26p.

*COMPUTER ASSISTED INSTRUCTION; PROGRAM DEVELOPMENT; CURRICULUM DEVELOPMENT; *VOCATIONAL EDUCATION; *INSERVICE TEACHER EDUCATION; *MATERIAL DEVELOPMENT; *INSTRUCTIONAL MATERIALS; VOCATIONAL EDUCATION TEACHERS; TEACHER DEVELOPED MATERIALS

The purpose of the project was to test, evaluate, revise and expand course materials developed during previous phases of the program. Each unit of work attempted was designed to be included in a full course of study in a vocational education curriculum for junior and senior high school students in Computer Assisted Instruction mode. The 13 vocational teacher participants received formal instruction for 2 hours per week in the use of new coding techniques and entry procedures, utilizing the "batch load" method available through the University of Texas. Participants were also allowed to schedule computer time, in 2-hour blocks as needed. All participants made progress in writing and entering course material, but the process was very time-consuming and required the full-time attention of all concerned, making summer sessions more productive. The program encountered early technical difficulties which hampered the participants in completing their whole objective. The technical difficulties were overcome and computer assisted instruction is definitely a teaching tool of the future, in spite of the frustrations in the development of the program. (MM)

RESEARCH DESIGN AND RESEARCH DEVELOPMENT SECTION

VT 003 200
Burgener, V.E.
A Rationale for Research in Vocational Education.

Illinois Research and Development Coordinating Unit, Springfield
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul65 12p.

*RESEARCH COORDINATING UNITS; *OBJECTIVES; *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; RESEARCH NEEDS; PROGRAM COORDINATION; EDUCATIONAL CHANGE

The State Research and Development Coordinating Unit should concern itself with the total spectrum of research and development; problem identification, priority, theory development, model design, engineering, modification, experimentation, field trials, packaging, demonstrations, diffusion, adaptation, and program implementation. Seldom is the same individual capable of performing more than one of the subfunctions in the research and development spectrum. The Research Coordinating Units may provide their best coordinating service by finding and bringing these separate specialties together. The coordination function must meld the thought of the theoretician to the procedure of the practitioner. As administrative agencies they should not attempt to become research generating stations. (PS)

VT 003 548 ED 021 976
Quirk, Cathleen, Ed.; Sheehan, Carol, Ed.
Research in Vocational and Technical Education.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
EDRS PRICE MF-$1.25 HC NOT AVAILABLE FROM EDRS.
The Center for Studies in Vocational and Technical Education, Social Science Building, University of Wisconsin, 1180 Observatory Drive, Madison, Wisconsin 53706 ($6.00).
Pub Date - 67 287p.; Proceedings of a conference (June 10-11, 1966).

*CONFERENCE REPORTS; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *EDUCATIONAL RESEARCH; DISADVANTAGED GROUPS; VOCATIONAL INTERESTS; OCCUPATIONAL CLUSTERS; OCCUPATIONAL CHOICE; JOB PLACEMENT; DROPOUTS; SCHOOL INDUSTRY RELATIONSHIP; REHABILITATION; SOCIOECONOMIC INFLUENCES; PRETECHNOLOGY PROGRAMS; CURRICULUM DEVELOPMENT
*CONFERENCE ON RESEARCH IN VOCATIONAL AND TECHNICAL EDUCATION, MADISON, WISCONSIN, JUNE 10-11, 1966

Selected high school, vocational school, community college, university, and industry personnel attended a conference to encourage research and dissemination of research findings in vocational and technical education. Studies reported are; (1) "Vocational Interests and Personality Patterns of High School Dropouts of High Ability," (2) ""The Prediction of Outcomes of MDTA Programs," (3) "Retraining the Disadvantaged," (4) "General Vocational Skills and the Secondary Curriculum," (6) "Job Placement and Employment Experience of Vocational Graduates," (7) "School and Community Factors in Placement of Vocational Graduates," (8) "Some Misconceptions about Occupational Choice," (9) "Rehabilitation and Training of School Dropouts," (10) "Job Simulation as a Means of Encouraging Career Interests," (11) "A Study of Recommendations for Technical Education Curricula," (12) "When Should Vocational Training Begin," (13) "An Exploratory Socio-Economic Study of Private Vocational Schools," (14) "Industry Participation in Local Vocational and Technical Education," (16) "Pre-Technology Programs in the San Francisco Bay Area," (16) "Common Elements in Paramedical Education," and (17) "Project FEAST--A Preparatory Program for Employment in Hotels and Restaurants." A report of participant discussion follows each major section. (DM)

VT 004 079 MP 000 304
Williams, Walter
OEO Manpower and Manpower Related Research.

EDRS PRICE MF-$0.25 HC-$1.60
Pub Date - 67 32p.

*RESEARCH PROJECTS; *RESEARCH REVIEWS (PUBLICATIONS); *MANPOWER DEVELOPMENT; RESEARCH NEEDS; *FEDERAL PROGRAMS; *POVERTY PROGRAMS; ECONOMIC DISADVANTAGEMENT; VOCATIONAL EDUCATION; DISADVANTAGED YOUTH
OFFICE OF ECONOMIC OPPORTUNITY; JOB CORPS; COMMUNITY ACTION PROGRAMS

A sample of manpower and manpower related research projects under contract in 1967 with three branches of the Office of Economic Opportunity is described. Projects from the Office of Research include (1) "The Employed and the Underemployed--A Study of Applicants for Labor Jobs," (2) "A Study--Those Not Working in a Tight Labor Market," (3) "Research on Adaptations by Urban White Families to Poverty," (4) "A Report on the New Chance Program," (5) "Evaluation of Training Programs," and (6) "Survey of Economic Opportunity." The Community Action Program projects include (1) "Work Attitudes, Self-Image, and the Social and Psychological Background of Work-Seeking Negro Young Adults in New York City," (2) "Los Angeles Riots Study Project," (3) The Study of the Effects of Social Services for the Poor," and (4) "A Study of Communication Barriers," and (5) "State of North Carolina Survey." Synopses of six followup and in-house studies of Job Corps research, selected from the 13 studies in "E and R Reports Number 1" are included in the document. Selected from E and R Reports Number 1 include (1) "Comprehensive Study and Report of Vocabulary and Comprehension Skill Among Job Corps Enrollees," (2) "Study of the Desired and Expected Vocations of Job Corps Enrollees, and (3) "Measurements of Differetials of Inter-Personal Communications Among Sub-Cultural Groups in Job Crops." Each description usually includes names of the principle investigators, expected or actual dates of study compilation, objectives of the researchers, and methods being used in the research. A brief paper by Harold Watts spells out the areas of interest now being studied at the Institute for Research on Poverty at the University of Wisconsin. (ET)

VT 005 191 ED 022 894
Courtney, E. Wayne
Attitudinal Changes of the Student Teacher--A Further Analysis. An Example of An Orthogonal Comparisons Analysis Model Applied to Educational Research.

Stout State Univ., Menomonie, Wis.
EDRS PRICE MF-$0.25 HC-$2.00
Pub Date - Jan65 38p.

STATISTICAL ANALYSIS; TESTS OF SIGNIFICANCE; *STUDENT ATTITUDES; TEACHER ATTITUDES; ANALYSIS OF VARIANCE; *RESEARCH DESIGN; HOME ECONOMICS; *STUDENT TEACHERS; *CHANGING ATTITUDES; INDUSTRIAL EDUCATION
COEFFICIENTS OF ORTHOGONAL COMPARISON; ORTHOGONAL COMPARISON

This report was designed to present an example of a research study involving the use of coefficients of orthogonal comparisons in analysis of variance tests of signficance. A sample research report and analysis was included so as to lead the reader through the design steps. The sample study was designed to determine the extent of attitudinal changes in industrial education and home economics student-teachers due to the effects of the attitudes of their supervising teachers. The Minnesota Teacher Attitude Inventory was administered in a pre and post test design. Scores from the post test and the difference between pre- and post-test scores were utilized in the analysis. Attitude scores were collapsed into four levels and the students' fields were considered as two levels of an educational factor in a 2 by 4 design. (EM)

VT 005 242 ED 022 028
Courtney, E. Wayne
A Conceptual Basis for Developing Common Curricula in Teacher Education Programs for Occupational Education. Graduate Studies in Education, Number 2, Volume 3.

Stout State Univ., Menomonie, Wis. Graduate Coll.
EDRS PRICE MF-$0.25 HC-$2.65
Pub Date - Jan68 51p.

*TEACHER EDUCATION; *VOCATIONAL EDUCATION; CURRICULUM PLANNING; CURRICULUM DEVELOPMENT; *RESEARCH METHODOLOGY; LITERATURE REVIEWS; EDUCATIONAL RESEARCH; VOCATIONAL EDUCATION; TEACHERS; EDUCATIONAL NEEDS; CONCEPTUAL SCHEMES

The purpose of this document was to generate a rationale and a design for planning a conceptual basis for developing common curriculums in vocational teacher education training programs. A review of the literature discusses heuristic approaches to teacher education, the rational basis for common programs, empirical studies in teacher education, approaches to determine content and behaviors of common programs, and the direction of research in vocational teacher education. The proposed research model would have the objectives of (1) determining the content of professional education needs for teachers of vocational subjects, (2) determining the competency levels required, and (3) extracting the common core of subject matter for professional education needs and training elements to terminally develop a listing of common needs for vocational teachers. The general design of the proposed approach is patterned after previous studies, but is modified to include (1) a population of vocational teachers representing five disciplines, (2) a factor analysis, and (3) an analysis of the data by the analysis of variance--the test statistic is the F statistic. and the critical region for the test of the hypothesis is the theoretical value for indicated degrees of freedom at the 1 percent level of significance. (MM)

VT 005 315 ED 022 896
Mehmet, Ozay
Methods of Forecasting Manpower Requirements with Special Reference to the Province of Ontario.

Ontario Dept. of Labour, Ottawa
Toronto Univ., Canada. Centre for Industrial Relations
EDRS PRICE MF-$0.50 HC-$3.60
Centre for Industrial Relations, University of Toronto, Toronto 5, Ontario, Canada ($2.50).
Pub Date - 65 70p.

*EMPLOYMENT PROJECTIONS; *RESEARCH METHODOLOGY; *MANPOWER NEEDS; ECONOMIC RESEARCH; MODELS; LABOR ECONOMICS; LABOR FORCE; LABOR MARKET; STATISTICAL SURVEYS; DATA COLLECTION; DATA ANALYSIS; *EDUCATIONAL PLANNING; INFORMATION SOURCES; STATISTICAL ANALYSIS; BIBLIOGRAPHIES
ONTARIO

The most generally accepted approaches of quanititatively forecasting manpower requirements by industries and occupations are described and evaluated. The operational steps of each forecasting technique are spelled out fully and illustrations of their use are made for (1) the econometric method, (2) the productivity method, (3) the trend projection method, (4) the employer's survey method, (5) the method of forecasting specialized manpower requirements, (6) substitution method. An attempt has been made to comprehensively survey the literature concerning manpower forecasting, and a selected bibliography of 153 items is included. The bibliography is classified on the basis of the 7 methods of forecasting with short explanatory notes regarding some of the materials. A separate chapter is devoted to the data requirements in manpower forecasting in general, and to a survey of the sources of data in Ontario. Another chapter, "Coordinating Educational Planning with Manpower Forecasting," discusses the problem of translating "crude" labor requirements. as derived through some appropriate forecasting technique, into qualified labor requirements, and then deriving the appropriate educational requirements. (ET)

VT 005 480 ED 019 503
Progress Report of the Research Coordinating Unit, November 1, 1967-January 31, 1968.

Wyoming State Dept. of Education, Cheyenne. Vocational-Technical Education Div.
EDRS PRICE MF-$0.25 HC-$0.90 OEG-4-6-062729-2083 08
BR-6-2729
Pub Date - Feb68 16p.

*RESEARCH COORDINATING UNITS; *VOCATIONAL EDUCATION; RESEARCH PROJECTS; *STATE PROGRAMS; *EDUCATIONAL RESEARCH; *PROGRAM DESCRIPTIONS
WYOMING

The sixth-quarter activities of the Wyoming Research Coordinating Unit are reported as completed, projects underway, and proposed. Six completed projects included a national survey of travel regulations governing state vocational education departments, a study of the reasons for practical nursing students discontinuing their training at the Laramie MDTA Vocational School of Practical Nursing, and a followup study of post-secondary vocational-technical graduates. Eleven projects in progress included the preparation of a policy and procedures for vocational-technical education, a statewide effort to inform citizens of the importance of vocational-technical education, a study of area vocational school location, and a bibliography of materials on the use of advisory committees. Proposed projects include a booklet designed to acquaint educators, students, and others with the scope of vocational-technical education and a 3-week summer workshop for research in vocational education. Seventeen other proposals were evaluated by the Unit for modification, revision, or rejection. (WB)

VT 005 481 ED 019 504
Lee, Arthur M.
Arizona Occupational Research Coordinating Unit. Progress Report.

Northern Arizona Univ., Flagstaff
EDRS PRICE MF-$0.25 HC-$0.45 OEG-4-7-063029-1595 08
BR-6-3029
Pub Date - 11Mar68 7p.

*RESEARCH COORDINATING UNITS; *VOCATIONAL EDUCATION; RESEARCH PROJECTS; *PROGRAM DESCRIPTIONS; *EDUCATIONAL RESEARCH; *STATE PROGRAMS; INFORMATION DISSEMINATION
ARIZONA

Major activities and accomplishments of the Arizona Research Coordinating Unit (RCU) for the period from December 1, 1967 through February 29, 1968 include completing a statewide study of engineering and technology, reorganizing a state vocational research council to identify research needs, preparing an occupational education brochure, assisting graduate students with research projects, exploring vocational research in connection with Indian economic development programs, helping prepare a demonstration grant proposal for a health occupations training program, and continuing a statewide study of vocational-technical education. Dissemination activities include distributing a newsletter and developing a research materials library. Other activities were surveying engineering and technology students, providing research assistance to the State Department of Vocational Education, preparing for RCU conferences, and providing research assistance to institutions and individuals. Activities planned for the next reporting period include completing the vocational-technical education study, and the catalog of research materials, developing an automatic data collection and retrieval system for the State Department of Vocational Education and identifying additional research needs. (WB)

VT 006 372 ED 022 917
A Guide for the Preparation of Proposals in Occupational Research, Development and Training.

Delaware Occupational Research and Coordinating Unit, Dover
EDRS PRICE MF-$0.25 HC-$1.45
Pub Date - May67 27p.

RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *RESEARCH PROPOSALS; *PROGRAM PROPOSALS; RESEARCH METHODOLOGY; *RESEARCH CRITERIA; RESEARCH OPPORTUNITIES; EVALUATION

Guidelines and references are included for developing proposals to be submitted to the Occupational Research Coordinating Unit. Outlines and criteria for evaluation are included for (1) research type proposals, (2) training type program proposals, and (3) experimental, developmental, or pilot program proposals. Also included are (1) a budget format and worksheet, (2) a completed sample of a budget, (3) the format for cover page of proposals, (4) a sample research proposal abstract, and (5) a checklist of reviewing proposals. Research priorities for 1966-67 in rank order were: (1) program evaluation, (2) curriculum experimentation, (3) personal and social significance of the concept of work, (4) personnel recruitment and development, (5) program organization and administration, (6) adult and continuing education for manpower development, and (7) occupational information and career choice for youths. (MM)

VT 006 750 ED 022 060
Sjorgren, Douglas
Continuation of the Colorado Research Coordinating Unit. Interim Report.

Colorado State Univ., Fort Collins
Office of Eduation, (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.25 OEG-4-7-063015-1589 08
BR-6-3015
Pub Date - Jul68 23p.

*RESEARCH COORDINATING UNITS; *VOCATIONAL EDUCATION; *STATE PROGRAMS; ORGANIZATION; *EDUCATIONAL RESEARCH; *PROGRAM DESCRIPTIONS; RESEARCH PROJECTS; INFORMATION DISSEMINATION
COLORADO

Activities conducted during the 19-month period ending July 1, 1968 are reported. Coordinating activities involved liaison work between state agencies, and participation in a planning group concerning the 1970 census. Stimulation activities resulted in seven research proposals. Three were approved and funded, two were approved, and two were rejected. The titles of the funded projects were: "A Vocational Guidance and Information Program at Golden, Colorado, Senior High School," "Wheat Ridge Applied Civics Project," and "Cost Benefit Study of Selected Secondary Programs." Dissemination activities included (1) the preparation of feature stories for newspapers, (2) the production of a film, "The Future," and work on a second film, (3) three issues of a Newsletter, and (4) preparation for an educational resources center at Colorado State University. Research and development activities included direct·involvement in 15 research projects and design and analysis aid to 16 graduate student studies. Annotations of all projects mentioned are provided. A description of the organization and setting of the unit is included. (EM)

VT 007 256 ED 023 916
Cromer, Chalmers A.
Procedure for Determining Vocational Education Needs Through Community Analysis. NRCUVT Series No. 2.

Nebraska Occupational Needs Research Coordinating Unit, Lincoln
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.55 OEG-3-8-063032-1620 08
BR-6-3032
Pub Date - Oct68 29p.

*VOCATIONAL EDUCATION; *EDUCATIONAL NEEDS; *MODELS; *SURVEYS; COMMUNITY STUDY; *RESEARCH METHODOLOGY; EDUCATIONAL POLICY; QUESTIONNAIRES
NEBRASKA

Designed as a model for determining vocational education needs, the procedures recommended in this publication were tested in 20 Nebraska communities during 1965, 1966, and 1967. Data gathered by a study of local vocational needs can be beneficial to policy making groups in evaluating the entire educational program and in determining demographic patterns. Some major objectives of local community analysis are to: (1) evaluate existing vocational courses and determine needed additional offerings, (2) focus attention on the development of quality comprehensive community programs, (3) summarize occupational opportunities within a community, (4) assist local schools in establishing the type of vocational offering which will generate a desirable curriculum balance, (5) determine the need for supplemental education and training or retraining, and (6) Supplement local data with area and state data to project a regional picture of employment opportunities. The document content includes: (1) philosophy, (2) purpose, (3) objectives, (4) benefits, (5) model, (6) a 7-step outline for determining vocational education needs, (7) determining multi-county vocational education needs, and (8) problems in compiling area data. The appendixes contain sample forms for use in a survey. (DM)

STUDENTS, OCCUPATIONAL GUIDANCE AND OTHER STUDENT PERSONNEL SERVICES SECTION

VT 000 040
Vocational-Technical Education Counselor Handbook.

Saint Louis County Special School District, Rock Hill, Mo.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov66 44p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *PROGRAM DESCRIPTIONS; *COURSE DESCRIPTIONS; OCCUPATIONAL INFORMATION; *VOCATIONAL COUNSELING
SAINT LOUIS COUNTY; MISSOURI

The objective of this handbook is to provide information necessary for counseling students in the selection of vocational and technical education programs. It included information on admission requirements and procedures, student selection criteria, recommended course prerequisites, and course descriptions. Student evaluation forms and occupational information are also given. (EM)

VT 000 811
What About Careers for Youth Who Do Not Plan to Continue Their Education Beyond High School. Occupational Research Series No. 2.

Wisconsin State Employment Service, Madison
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb66 42p.

*EMPLOYMENT OPPORTUNITIES; *OCCUPATIONAL GUIDANCE; *OCCUPATIONAL INFORMATION; *NONCOLLEGE PREPARATORY STUDENTS
WISCONSIN

The purpose of this booklet is to acquaint school counselors and teachers with the major occupations providing increasing opportunities for the non-college bound youth. Duties, employment outlook, advancement possibilities, and qualifications are given under the headings of (1) Automobile Mechanics, (2) Automobile Service Station Attendant, (3) Building Trades, (4) Drafting, (5) Fire and Police Protection, (6) Food Service, (7) Occupations Gardening and Landscaping, (8) Health Services, (9) Labor, (10) Machine Operators-Skilled and Semi-skilled, (11) Office Occupations, (12) Public Contact and Sales Work, (13) Repair Work, (14) Sewing, (15) Supervisory Occupations, (16) Truck Drivers, (17) Welding, and (18) A Career in Government. (PS)

VT 000 884
Attitudes and Motives of MDTA Trainees: A Pilot Investigation. Manpower Report, Number 11.

Office of Manpower, Automation and Training (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov65 9p.

SOCIAL ATTITUDES; *PSYCHOLOGICAL CHARACTERISTICS; INDIVIDUAL CHARACTERISTICS; *DROPOUTS; *GRADUATES; *ADULT VOCATIONAL EDUCATION; RESEARCH NEEDS; *FEDERAL PROGRAMS; PROGRAM ATTITUDES
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Six trained behavioral scientists conducted in-depth interviews with 36 Manpower Development and Training Act (MDTA) students in Lexington, Kentucky, Washington, D.C., and New York City, to identify hypotheses suitable for use in later MDTA studies. Ten of the students interviewed had completed an MDTA training course and 26 had dropped out prior to course completion. The interviews were informal, exploratory, and semi-structured. Areas covered in the interviews were (1) the extent to which middle class values had been adopted, (2) the family structure, (3) the trainees' attitudes toward peers and the world in general, (4) the degree of approval or disapproval toward the MDTA courses, and (5) the guilt connected to dropping out. Conclusions which can be considered for further investigation using a representative sample and more precise instruments are that (1) Middle class values have been learned but the means to achieve them have not, (2) Lingering resentment from early discrimination and humiliations is still in existence, (3) Experienced teachers are needed in this setting, and (4) Counseling and psychotherapy should be provided to maximize vocational training. (EM)

VT 001 163
A Partial List of Competencies in the Areas of the Communication Arts, Mathematics and the Physical Sciences Required of Students Enrolled in Vocational Education Programs at the Secondary School Level.

Dade County Public Schools, Miami, Fla. Vocational, Technical and Adult Education Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec64 33p.

*SKILLS; COMMUNICATION SKILLS; *VOCATIONAL EDUCATION; *ADMISSION CRITERIA; MATHEMATICS; *HIGH SCHOOL STUDENTS; CHEMISTRY; PHYSICS

This booklet was prepared to aid school personnel in the selection and enrollment of students in vocational education. Competencies in communication arts, mathematics, and the physical sciences, necessary for successful vocational graduates, were identified by teachers and consultants. If testing and interviews indicate that the student is capable of mastering these competencies, he should be admitted to the program. Fundamental communication arts competencies used in all vocational programs are given. Also included are competency lists for (1) Air Conditioning, Refrigeration, and Heating Mechanics, (2) Architectural Drafting, (3) Automotive Mechanics, (4) Aviation Mechanics, (5) Diesel Engines, (6) Electronics, (7) Industrial Electricity, and (8) Machine Shop. (EM)

VT 001 316
Tule, James O.
A Comprehensive Guidance Program for the Area Vocational-Technical School.

Carbon County School Districts, Pa.
Carbon County Area Vocational-Technical School, Jim Thorpe, Pa.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 176p.

*AREA VOCATIONAL SCHOOLS; *OCCUPATIONAL GUIDANCE; ORIENTATION; JOB PLACEMENT; GRADUATE SURVEYS; PUBLIC RELATIONS; TESTING; ADMISSION CRITERIA; *GUIDANCE PROGRAMS; SURVEYS; *PROGRAM DEVELOPMENT; GUIDELINES
CARBON COUNTY; PENNSYLVANIA

Vocational-technical schools were surveyed to determine present guidance procedures, and resulting information was used to help establish a comprehensive guidance program. The orientation of students is extremely important in guidance programs because students who have inaccurate and limited knowledge will make inadequate decisions. Some means to be used in orientation to vocational-technical schools are assembly programs, films and slides, school publications, guided tours, published articles, radio and television programs, newsletters, and special summer courses. Student selection by counselors will be based on age and grade level, physical defects, academic record, discipline record, attendance and tardy records, test scores, and recommendations. Tests as guidance instruments are to be used both for predictive and descriptive purposes. Aptitude Test Battery, interest inventories, and reading tests will be part of a uniform comprehensive testing program recommended for use in the county. Job placement will be a cooperative operation of vocational instructors, the student service coordinator, and the State Employment Service. Since graduate followup information is useful but difficult to obtain, birthday cards and newsletters are to serve as vehicles for followup questionnaires. (1) Course offerings, (2) admission, interview, and questionnaire forms, (3) a list of schools visited, and (4) a bibliography are included. (EM)

VT 001 386 ED 018 569
Simpson, Elizabeth J.
Advice in the Teen Magazines.

EDRS PRICE MF-$0.25 HC-$2.95
Pub Date - 64 57p.

*YOUTH PROBLEMS; *PERIODICALS; SOCIAL DEVELOPMENT; *TEENAGERS; EMOTIONAL DEVELOPMENT; *CONTENT ANALYSIS

The purposes of this study were to determine (1) what problems the advice columns and articles in the teen magazines present, (2) the nature of the advice given, (3) whether they were directed primarily toward girls, boys, or both, and (4) who the authors are. Over a 10-month period, 84 issues of different teen magazines were examined by using a content analysis form. A list of 55 problems was developed. Information which was related to eight problem areas was categorized and checked by one or more analyses: (1) Personal-Social and Emotional Development, (2) Boy-Girl Relationships, Courtships, Sex, Marriage, (3) Personal Apprearance, (4) Family Living, (5) Personal Standards, (6) Planning for the Future, (7) Employment, and (8) School. Solutions were offered for 83.3 percent of the problems discussed. Most of the 750 problems mentioned were easily classified as relating to one of the general problem statements. Advice from 204 articles or columns was directed toward girls, from 12 to boys only, and from 101 to both. One-third of the articles appeared in question-answer form and two-thirds in articles. Some conclusions were (1) The teen managzine is largely concerned with immediate matters of personal-social relations and less with the adult world, (2) Advice is for the most part in terms of socially approved norms, (3) It is often difficult to ascertain authorship of the articles or the basis of the writers' authority, and (4) Subtleties do not exist, as meanings are rather clear. The appendix contains the instrument used for analysis. (MS)

VT 001 437 ED 018 575
Green, George B., And Others
Item Analysis of the Development Pool of Items for the Youth Opinion Questionnaire. Minnesota Studies in Work Attitudes. Technical Report 1.

Minnesota Univ., Minneapolis. Industrial Relations Center
EDRS PRICE MF-$1.75 HC-$23.90
Pub Date - Dec65 476p.

STATISTICAL ANALYSIS; *ITEM ANALYSIS; *QUESTIONNAIRES; *WORK ATTITUDES; STATISTICAL DATA; STUDENT ATTITUDES; *HIGH SCHOOL STUDENTS; *STUDENT CHARACTERISTICS
YOUTH OPINION QUESTIONNAIRE

The Youth Opinion Questionnaire was developed to determine the attitudes, needs, expectations, beliefs, and perceptions of threshold workers with regard to the world of work, the demographic and socioeconomic factors associated with them, and their relationship to entry work experience. An intitial pool of approximately 600 items was compiled from sources such as (1) books on high school dropouts, juvenile delinquency, and labor market experience, (2) research studies, and (3) public opinion journals. The item pool was submitted to experts in the field and revised. It was administered to all 9th, 10th, 11th, and 12th grade classes in seven urban and five suburban schools representing high, middle, and low socioeconomic categories. A minimum of 1,000 students at each grade level and 300 in each socioeconomic category was sought. Statistical data from an item analysis are presented in 467 pages of the report. Each page presents the data for one item. For each item is given (1) the total number of students who answered the item, (2) the response distribution in percentages for the total group and groups classified according to each of the seven background variables (school, sex, grade level, father's education, family income, work experience, and sibling position), and (3) the chi square value and the significance level for each of the seven background variables. Other item analyses were in progress for developing a work attitude scale. (SL)

VT 001 588 ED 018 593
Mayfield, W.A.
Texas Industrial Arts Student Association Handbook.

Texas Industrial Arts Association, Denton
EDRS PRICE MF-$0.25 HC-$2.10
Pub Date - 64 40p.

*INDUSTRIAL ARTS; *YOUTH CLUBS; *MANUALS; HIGH SCHOOLS
TEXAS

The purpose of this handbook is to give direction, purpose, organization, and an overall framework by which to carry on the club program from the local through the state level. Topics covered include (1) historical notes, (2) general chapter information which includes organizational and financing procedures, the point system, chapter paraphernalia, handbooks, sources of material, office symbols, and sample forms, (3) chapter ceremonies and meetings, (4) activities, and (5) organizational principles which include the constitution, by-laws, code of ethics, colors, meetings, symbols and emblems, and organizational charts. A list of chartered chapters and a brief bibliography are included. (EM)

VT 001 629 ED 018 601
The Program for Health Services in the Connecticut Vocational-Technical Schools.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
Connecticut State Dept. of Education, Hartford. Bureau of Vocational Technical Schools
EDRS PRICE MF-$0.25 HC-$0.70
CSDE-DVE-Bull-22
Pub Date - Mar64 12p.

ADMINISTRATOR GUIDES; *VOCATIONAL SCHOOLS; *HEALTH SERVICES; *PROGRAM ADMINISTRATION; SCHOOL NURSES

The standards desired for health services in the Connecticut vocational-technical schools are presented. The director is responsible for the health services of this school. He will arrange for the school medical advisor's services, employ the school nurse, and make budget provisions for the personal services and the necessary equipment and supplies for the efficient operation of the service. Contents include: (1) aims and objectives of the health service program, (2) school organization for health services which includes duties of the director and medical advisor, qualifications and duties of the school nurse, plans for emergencies, facilities, school health and safety council, and annual reports, (3) The health appraisal which includes student and staff examinations, correction of defects, reporting major accidents, and cumulative health records, and (4) general policies to be followed in carrying out the health services programs. A sample sanitary inspection form and annual report form are included. (PS)

VT 001 909 ED 019 417
Matthews, Robert G.; Drabick, Lawrence W.
Reasons for Selection of Expected Occupations--By Race and Sex. Educational Research Series Number 7, 1965.

North Carolina Univ., Raleigh. N.C. State Univ.
EDRS PRICE MF-$0.25 HC-$0.89
Pub Date - Nov65 16p.

HIGH SCHOOL STUDENTS; *HIGH SCHOOLS; *STUDENT MOTIVATION; GRADE 12; NEGRO STUDENTS; CAUCASIAN STUDENTS; *OCCUPATIONAL CHOICE; SEX (CHARACTERISTICS); *SEX DIFFERENCES; *RACIAL DIFFERENCES
NORTH CAROLINA

The purpose of this study was to analyze the reasons given for entering selected occupations by a sample of 985 white and Negro North Carolina high school seniors comprised of 271 white males, 315 white females, 167 Negro males, and 232 Negro females. Questionnaires completed in a classroom setting provided data on student occupational and educational aspirations and background. The majority of reasons given for occupational aspirations were categorized as general interest. More male than female students but approximately the same percentage of Negro and white boys gave reward as a reason for entering the expected occupation. Females chose occupations for altruistic reasons almost four times more than males, and the Negro female was more altruistic than any other group. The Negro male responded to altruistic reasons significantly more than the white males. It was concluded that there are significant differences between reasons guiding white and Negro students and males and females into their expected occupations. (MS)

VT 001 923 ED 019 420
Johnson, Cecil H.; Mack, Kinsler B.
Why Students Select Agriculture as a Major Course of Study.

Clemson Univ., S.C. Dept. of Agricultural Education
EDRS PRICE MF-$0.25 HC-$1.50
Pub Date - 19May63 28p.

*AGRICULTURAL COLLEGES; VOCATIONAL AGRICULTURE; *ENROLLMENT INFLUENCES; BACKGROUND; *COLLEGE STUDENTS; SURVEYS; QUESTIONNAIRES
CLEMSON UNIVERSITY

Because agricultural college enrollments were not keeping pace with the demands for agricultural graduates, a study was undertaken to determine factors which influence School of Agriculture enrollment at Clemson University and reasons for the high percentage of major course changes. A four-section schedule, administered in classes to 159 School of Agriculture juniors and seniors, determined (1) farming background, (2) factors influencing choice of major field, (3) present major, time of decision, and program and (4) factors influencing major field changes. Students with vocational agriculture and farm backgrounds (45 percent) were influenced most by vocational agriculture teachers, parents, and Future Farmers of America (FFA) membership. Students with only a vocational agriculture background (8 percent) were influenced most by FFA membership, vocational agriculture teachers, prestige of the vocation, parents, and farmers. Students with only a farm background (18 percent) were influenced most by parents, friends in the major, and professionals in agriculture. Students without vocational agriculture backgrounds (29 percent) were influenced most by professionals in agriculture, parents, and friends in the major. High school counselors had little influence on any of the groups. A majority of the students made the choice to enroll in agriculture while still in high school. Those changing their majors while in college (46 percent) indicated that lack of interest in their previous major, friends enrolled in their present major, and members of their chosen profession were most influential in the change. (JM)

VT 001 924 ED 019 421
Durham, George H., Jr.
A Study to Compare IQ Scores of Selected South Carolina High School Freshmen Enrolled in Vocational Agriculture with Those Not Enrolled.

Clemson Univ., S.C. Coll. of Agriculture and Biological Sciences
EDRS PRICE MF-$0.25 HC-$1.50
Pub Date - May65 28p.

*VOCATIONAL AGRICULTURE; *INTELLIGENCE QUOTIENT; INTELLIGENCE TESTS; *HIGH SCHOOL STUDENTS; MALES; GRADE 9; GRADE 10; COMPARATIVE ANALYSIS; RURAL YOUTH; NONFARM YOUTH
SOUTH CAROLINA

The average IQ scores of different student groups were compared--high school freshmen enrolled in vocational agriculture and those not enrolled. Agriculture I and Agriculture II students and rural and nonrural students. Data were collected from 18 of 24 randomly selected high schools with a four-section questionnaire administered by the vocational agriculture teacher. The average IQ scores of students enrolled in vocational agriculture were significantly lower than scores of those not enrolled on the California Mental Maturity Test and the SRA Primacy Ability Test but not on the Otis Test or Henmon Nelson Test of Mental Ability. Little or no difference was found between average IQ scores of Agriculture I and Agriculture II student and rural and nonrural students. Since more than one type of test was given, it is impossible to make a statistically true statement about agriculture classes being the "dumping grounds" for guidance counselors. However, in 12 of the 18 schools, the average IQ of the Agriculture I students was from 0.3 to 20.3 points lower than that of the male freshman. (JM)

VT 002 168 ED 022 844
Bortz, Richard Frederick
A Study of the Effect of Physical Maturity and Intelligence on the Manipulative Performance of Junior High School Students.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (68-7279, microfilm $3.00, xeroxed $6.60).
Pub Date - Dec67 138p.

INDUSTRIAL ARTS; *TASK PERFORMANCE; *PHYSICAL DEVELOPMENT; DOCTORAL THESES; *HAND TOOLS; *INTELLIGENCE FACTORS; *JUNIOR HIGH SCHOOL STUDENTS; ACHIEVEMENT RATING; ABILITY

The principal concern of this study was to determine if there were significant relationships between selected factors of physical maturity and intelligence of seventh, eighth, and ninth grade boys and their ability to perform two common industrial arts woodworking tasks, sawing and hammering, using standard and modified tools. A sample of 72 boys was selected from a naive population of 445 boys. Measures of intelligence, cordination, manipulative ability, shoulder extension, shoulder flexion, elbow extension, elbow flexion, and grip were correlated with dependent measures of sawing with a standard or modified saw and hammering with a standard or modified hammer. Findings indicated that: (1) The independent variables accounted for less than one-half of the variance required to predict performance in any of the four tasks, (2) The size of the saw has little effect on students' performance, (3) The size of the hammer did have some effect on the students' performance, and (4) Projects involving sawing and hammering were suitable for these grades if they did not overtax the student. This Ph.D. thesis was submitted to the Universy of Minnesota. (EM)

VT 003 951   ED 021 051
Loveless, Austin
Vocational Scholarships, Financial Aids Available to Students Pursuing Vocational or Technical Training in Non-Baccalaureate Programs at Utah Post-Secondary Schools.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City
EDRS PRICE MF-$0.25 HC-$1.00   OEG-4-7-063046-1612   08
BR-6-3046
Pub Date - Apr67 18p.

*VOCATIONAL EDUCATION; *POST SECONDARY EDUCATION; *FINANCIAL SUPPORT; EDUCATIONAL PROGRAMS; *SCHOLARSHIPS; *SCHOLARSHIP LOANS; TUITION GRANTS; WORK STUDY PROGRAMS
UTAH

Information in narrative form about scholarships, loans, work-study programs, grants-in-aid, and sources of further information is given for Brigham Young University, College of Southern Utah, Dixie College, LDS Business College, Snow College, Stevens Henager, University of Utah, Utah State University, Utah Technical College at Provo, Utah Technical College at Salt Lake, and Weber State College. A reference chart for quickly determining what post-secondary vocational courses are offered in the schools and what educational grants are available in nonbaccalaureate post-secondary programs is included. (MM)

VT 004 058   MP 000 299
Josman, Karyl F.; Thompson, Morton
Report on Planning Grant Pilot Project Testing a New and Realistic Approach to Orientation and Recruitement of High School Students into Health and Rehabilitation Professions.

American Scholarship Association, Inc., New York, N.Y.
EDRS PRICE MF-$0.50 HC-$6.00
Pub Date - 67 120p.

*CAREER OPPORTUNITIES; *HEALTH OCCUPATIONS; HOSPITALS; WORK EXPERIENCE PROGRAMS; CONFERENCES; HIGH SCHOOL STUDENTS; STUDENT VOLUNTEERS; PILOT PROJECTS; *CAREER PLANNING

Four major accredited hospital facilities cooperated in the project which consisted of two steps: an all-day health careers conference held at each of the facilities in which students were involved with experts in the rehabilitation field, and a 6-week summer volunteer trainee work experience to take place at the facility where the student attended the conference. In each hospital there were resource teams composed of a coordinator and experts in the fields of occupational, physical, recreational, and speech and hearing therapy, medical social work, and rehabilitation counseling. Tenth, eleventh, and twelfth grade students were contacted through their guidance counselors. Of the 241 who attended the conference, 71 participated in work experience in the areas of preference. These included more than 22 percent of the attendees at the three June conferences and 37 percent of those at the October conference. The program proved to be especially suitable to the urban center because of the convenience of public transportation, but a different approach was required for effectiveness in the suburban setting. It was recommended that the program be well publicized, a conference date during a period relatively free of school activities be chosen, and members of the resource teams have the ability to maintain the continuity of the program. (JK)

VT 004 548   ED 020 340
Pearce, Frank Charles
The Educational Needs of Beginning Farm Operators in Becoming Established in Farming in New York.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-3135, microfilm $4.75, xeroxed $16.90).
Pub Date - 64 350p.

*YOUNG FARMER EDUCATION; *INDIVIDUAL CHARACTERISTICS; *EDUCATIONAL NEEDS; READING HABITS; FARM MANAGEMENT; AGRICULTURAL ENGINEERING; AGRICULTURAL PRODUCTION; INTERVIEWS; *DAIRYMEN
NEW YORK

The purpose of the study was to determine situational and individual characteristics of beginning farm operators which influence establishment in farming. Key informants in each county of New York identified 2,260 beginning farm operators who were stratified by region and dairy cowherd size. Cluster samples were randomly selected. An interview schedule, based on previous research, was field tested, and interview techniques were standardized. Data were analyzed with cross tabulations, correlation matrices, and regression equations. Findings established a need for instructional programs for beginning farm operators which should vary to meet individual differences. The educational needs of farmers can be predicted upon the basis of farmer characteristics, especially reading habits. Direct relationships exist between specific needs and individual characteristics. Several methods of attaining establishment in farming were identified. Specific educational needs were found in dairy husbandry. Although farm management was the single most important area of need, specific needs were found in farm mechanics and crop production. Goals reported by beginning farm operators indicated the nature of future farm operations and the nature of technical assistance needed. This Ph.D. thesis was submitted to Cornell University. (JM)

VT 004 549   ED 020 341
Richardson, C. Mark
Separation of Agriculture Students into Curriculum and Academic Success Groups by Discriminant Analysis.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (64-13,418, microfilm $2.75,

xeroxed $6.20).
Pub Date - 64 116p.

*COLLEGE FRESHMEN; *DISCRIMINANT ANALYSIS; APTITUDE; STUDENT CHARACTERISTICS; VOCATIONAL INTERESTS; AGRICULTURE; COLLEGE CURRICULUM; *ACADEMIC ABILITY; *GRADE PREDICTION; EDUCATIONAL GUIDANCE; GRADES (SCHOLASTIC)
PENNSYLVANIA STATE UNIVERSITY

The purpose of the study was to determine whether discriminant functions computed from measures of aptitude, personality traits, vocational interest, and high school rank would separate freshman male students into curriculum and academic success groups. The hypotheses concerned agriculture students graduated in science and general programs, graduates and dropouts, comparison with other academic divisions, and application for the advanced Reserve Officer Training Corps program. The sample of The Pennsylvania State University male freshman students in 1957 included 333 from the College of Agriculture, 199 from the College of Education, and 1,215 who elected ROTC. The 45 independent variables used were measures obtained during freshman orientation and subjected to discriminant analysis statistical technique. Discriminant functions, critical scores, and " " scores were computed and used to classify students into curriculum and academic success groups. The significance of separation between nine dichotomous student groups was determined by the test. All groups included in the problem were significantly separated. The study method adds a capability which is valuable as a guidance technique. This Ph.D. thesis was submitted to The Pennsylvania State University. (JM)

VT 004 926 ED 021 060
Morrill, Eugene L.
A Pilot Program to Test the Feasibility of Increasing the Number of Vocational and Technical Education Scholarships in Tooele County, Utah. Final Report.

Utah Research Coordinating Unit for and Technical Education, Salt Lake City
EDRS PRICE MF-$0.25 HC-$0.40 OEG-4-7-063046-1612
BR-6-3046

Pub Date - Jan68 6p.

*SCHOLARSHIPS; *SCHOLARSHIP FUNDS; *VOCATIONAL EDUCATION; *PILOT PROJECTS; *TECHNICAL EDUCATION
UTAH; TOOELE COUNTY

In response to the demand for vocationally educated personnel and to the recognized deficiency in the number of available nonbaccalaureate scholarships for high school students, a program in Tooele County was devised to increase the availability and utilization of such scholarships. The pilot program demonstrated that: (1) A citizen's committee could be organized, (2) The committee could increase the number of available scholarships through securing local contributions, (3) The additional scholarships would be applied for and accepted, (4) The committee could obtain more favorable publicity for vocational and technical education than it had previously had, and (5) The committee could coordinate its efforts effectively with the school administration. It was concluded that the Tooele County committee and program would sustain itself from year to year, and that the inauguration of similar programs in other districts of the state was warranted. An eight-step procedure used to achieve the programs goals is included. (ET)

VT 005 723 ED 021 127
Taylor, Ronald G.; Hecker, Donald L.
Interest and Intellectual Indices Related to Successful and Non-Successful Male College Students in Technical and Associate Degree Programs. Final Report.

Ferris State Coll., Big Rapids, Mich.
EDRS PRICE MF-$0.75 HC-$8.15 OEC-6-85-026 08
BR-5-0116

Pub Date - 31Dec67 161p.

*STUDENT INTERESTS; STUDENT MOTIVATION; *STUDENT CHARACTERISTICS; STUDENT ADJUSTMENT; ROLE CONFLICT; STUDENT ATTITUDES; *SUCCESS FACTORS; STUDENT ABILITY; WITHDRAWAL; STUDENT BEHAVIOR; STUDENT COLLEGE RELATIONSHIP; TECHNICAL EDUCATION; BUSINESS EDUCATION; TRADE AND INDUSTRIAL EDUCATION; JUNIOR COLLEGES; *POST SECONDARY EDUCATION; GENERAL EDUCATION; VOCATIONAL EDUCATION; *PROGRAM ATTITUDES

The purpose of the project was to study the differences and similarities in interest, ability, and previous achievement patterns of 941 men students who enrolled in various technical and associate degree 2-year programs and to determine which variables could differentiate between students who completed, changed to an alternate program, or withdrew from college. Terminal business students typically expressed a positive interest in occupations with a management function, a high aspiration level, and tended to reject science and technical occupations, (2) Entering general education-science students had high ability, strong achievement background, positive interest in science-related occupations and rejected business management functions, (3) General education non-science students were characterized by their low masculine-feminity score and a positive interest in social service and verbal related occupations, (4) Collegiate technical students expressed interest in science occupations and rejected social service occupations, (5) Trade and industrial students had low ability scores and poor high school achievement, tended to reject occupationas reflecting social service, verbal or computational aspects, and had interests directed toward physical, outdoor occupations. In general all the variables studied were able to differentiate at a fairly high level between students who enrolled in various programs. Ability factors best determined success in programs, and interest related factors best determined choice of program and change from that program. (MM)

VT 005 833 ED 021 132
Ryan, T.A.
Effect of an Integrated Instructional Counseling Program to Improve Vocational Decision-Making of Community College Youth. Final Report.

Oregon State Univ., Corvallis
EDRS PRICE MF-$0.75 HC-$8.30 OEC-6-85-065 08
BR-5-0154

Pub Date - Feb68 164p.

BEHAVIORAL COUNSELING; GUIDANCE COUNSELING; GROUP COUNSELING; VOCATIONAL COUNSELING; *COMMUNITY COLLEGES; *COUNSELING INSTRUCTIONAL PROGRAMS; OCCUPATIONAL INFORMATION; *OCCUPATIONAL CHOICE; *OCCUPATIONAL GUIDANCE; *PROGRAM EVALUATION; COUNSELING EFFECTIVENESS; EXPERIMENTAL PROGRAMS; CONTROL GROUPS; EXPERIMENTAL GROUPS; REINFORCEMENT; INSTRUCTIONAL PROGRAMS; SIMULATION

A planned vocational guidance program incorporating instructional and counseling components in a community college setting was evaluated. The primary purpose of the program was to improve occupational choice-making of post-high school youth. Three hundred community college students whose verbal and quantitative scores on college entrance examinations fell below the 50th percentile and who had not made firm vocational choices were included in the study. A post-test control group design was implemented which included active and inactive control groups with subjects assigned randomly to five different treatment conditions. Results supported the major hypotheses: (1) Reinforcement counseling techniques are effective for improving students' vocational decision-making, (2) Reinforcement counseling technques are effective for helping students acquire knowledge of sources of personal data and occupational information, (3) Simulation materials are effective in improving students' vocational decision-making, and (4) Simulation materials are effective for helping students acquire knowledge of sources of occupational information. The experimental program which incorporated testing, counseling, and occupational information services in a coordinated package was found to be effective for improving occupational choice-making of community college youth. An extensive appendix includes data, a typescript of a counseling session, information-gathering instruments, and occupational information. (ET)

VT 005 838   ED 022 909
Masterson, Albert C.
Advantaged and Disadvantaged Rural High School Girls' Perceptions of Office Work.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
EDRS PRICE MF-$1.00 HC-$11.70
Pub Date -   Jun68 232p.

*OFFICE OCCUPATIONS; STUDENT ATTITUDES; *ROLE PERCEPTION; HIGH SCHOOL STUDENTS; FEMALES; *RURAL YOUTH; ETHNIC GROUPS; STUDENTS; *CULTURALLY DISADVANTAGED; *CULTURALLY ADVANTAGED; COMPARATIVE ANALYSIS; CULTURAL DIFFERENCES; CLERICAL WORKERS; EMPLOYEE ATTITUDES; VOCATIONAL INTERESTS; GRADES (SCHOLASTIC); OFFICE OCCUPATIONS EDUCATION; QUESTIONNAIRES

A questionnaire of 50 items covering five categories of statements designed to determine their perceptions of of office work was administered to 498 advantaged and 477 disadvantaged rural high school girls in six states, and to 326 city office employees throughout the United States who had attended a rural high school no more than three years prior to the study. Comparisons were made between advantaged and disadvantaged students and office employees. Additional comparisons were made within and between cultural groups on the basis of interest in office work, typewriting experience, grade averages, and grade level. Highly significant differences on almost all items were noted when the students and office employees were compared; however, the advantaged students did not differ significantly in any of the categories with the disadvantaged students. Few significant differences were detected between cultural groups on the basis of interest, typewriting experience grade averages and grade level; neither the advantaged nor disadvantaged student appeared to understand office work. Recommendations were that resource people be brought to the rural classroom, that teachers return to the office for work experience, that field trips be made, and that a library of office occupational information be available to students and teachers. (MM)

VT 005 993   ED 021 148
Bowles, Roy T.; Slocum, Walter L.
Social Characteristics of High School Students Planning to Pursue Post High School Vocational Training. Final Report No. 17.

Washington State Univ., Pullman. Dept. of Rural Sociology
Washington State Coordinating Council for Occupational Education, Olympia
EDRS PRICE MF-$0.50 HC-$3.95   OEG-4-7-070031-1626   08
BR-7-0031
Pub Date -   Jun68 77p.

*VOCATIONAL EDUCATION; *HIGH SCHOOL STUDENTS; *VOCATIONAL INTERESTS; BUSINESS EDUCATION; STUDENT ATTITUDES; POST SECONDARY EDUCATION; SOCIOECONOMIC INFLUENCES; *SOCIAL CHARACTERISTICS; *CAREER PLANNING; ASPIRATION; STUDENT CHARACTERISTICS; FAMILY CHARACTERISTICS; SELF CONCEPT; EDUCATIONAL EXPERIENCE; FAMILY ATTITUDES QUESTIONNAIRES
WASHINGTON

The characteristics of students planning post-high school business education, vocational education, some college, and college graduation are identified. A stratified random sample of 3,117 junior and senior students in 12 high schools provided data for comparing school experiences and attitudes toward school, family background, peer group relationships, and occupational expectations. The findings implied that school experiences tend to reinforce rather than dispel the handicap to educational achievement and subsequent upward occupational mobility of having been born into a family with low socioeconomic status. Students planning vocational and business training had relatively low self-images of their own scholastic and intellectual abilities when compared to college bound students. Students planning vocational or business training rated between college bound students and those planning to terminate their formal education in high school on grade level, interest in school work and satisfaction with school. In general, students planning vocational or business training had found high school a relatively unsuccessful and uninteresting experience but planned to enter occupations for which their training would prepare them. However, a signficant minority showed an incongruity between educational and occupational plans. (DM)

VT 006 305   ED 023 849
Perrone, Philip A.; Gross, Lola
A National School Counselor Evaluation of Occupational Information. Vocational Technical Report.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
National Science Foundation, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.75
Pub Date -   Apr68 33p.

*OCCUPATIONAL INFORMATION; OCCUPATIONAL CHOICE; OCCUPATIONAL CLUSTERS; NATIONAL SURVEYS; PRINCIPALS; TRADE AND INDUSTRIAL TEACHERS; LIBRARIANS; DISTRIBUTIVE EDUCATION TEACHERS; BUSINESS EDUCATION TEACHERS; *COUNSELORS; *HIGH SCHOOLS; OCCUPATIONAL GUIDANCE; *INFORMATION SOURCES; INFORMATION UTILIZATION; INFORMATION DISSEMINATION

To secure data on the availability and utilization of occupational information, questionnaires were sent to all public high schools on a 1962 listing supplied by the Office of Education and to a random sample of schools later discovered not to have been included in the list. Personnel in 4,436 schools responded, including 3,983 building principals, 3,090 librarians, 2,733 trade and industrial teachers, 621 distributive education teachers, 1,182 commercial teachers, and 3,582 school counselors. It was found that, although approximately 58 percent of high school graduates enter work or a work preparatory program following high school, occupational information for this group is the poorest. Many boys and girls never seek information. There is heavy reliance on reading activities for occupational information with the "Occupational Outlook Handbook" the most frequently utilized source. Information in regard to training opportunities, job clusters, psychological characteristics of workers, and occupational outlook is inadequate. Recommendations include development of multi-media approaches to information dissemination by private publishers, major data-gathering activities by the government, establishment of state or regional information centers to which all schools would have access, use of job cluster format in presenting occupational information, and use of films or filmstrips to depict elements of work. (JK)

VT 006 360 ED 023 851
Counselor's Handbook: I, Counselor's Interviewing Guides in Individual Appraisal; II, Counselee Appraisal Patterns Related to Fields of Work.

Bureau of Employment Security (DOL), Washington, D.C.
EDRS PRICE MF-$2.00 HC-$26.50
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($3.00).
Pub Date - 67 528p.

*OCCUPATIONS; *OCCUPATIONAL CLUSTERS; *OCCUPATIONAL GUIDANCE; *INDIVIDUAL CHARACTERISTICS; *OCCUPATIONAL INFORMATION; VOCATIONAL INTERESTS; OCCUPATIONAL CHOICE; ACADEMIC ACHIEVEMENT; ATTITUDES; APTITUDE; EDUCATIONAL BACKGROUND

Part I includes guides for appraising individual characteristics such as interests, temperament, educational development, and aptitudes, to help the counselee learn about himself. Part II includes guidelines for appraising individual characteristics as they relate to the 18 fields of work (occupational clusters) which help the counselee learn about the world of work. Some of the occupational clusters are: (1) engineering and related, (2) clerical, (3) service, (4) mechanical and electrical, and (5) graphic arts. Comparable information in capsule form is given in the "Counselor's Desk Aid" (VT 006 359), which also includes sample forms for use with individual counselees. The Branch of Counseling and Testing Services developed the "Counselor's Handbook" and the "Counselor's Desk Aid" for the use of employment counselors in state employment offices, but it should also be useful to vocational counselors in other settings such as schools and rehabilitation agencies. (CH)

VT 007 283 ED 023 931
Rohde, Norma; Hall, LaFond
Vocational Education for Rural Youth.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.05
Pub Date - 68 39p.

*PREVOCATIONAL EDUCATION; *OCCUPATIONAL GUIDANCE; *BEHAVIORAL OBJECTIVES; *GRADE 9; *CURRICULUM EVALUATION; VOCATIONAL COUNSELING; RURAL YOUTH; CURRICULUM DEVELOPMENT; WORKSHOPS
UTAH

To evaluate the effectiveness of a ninth grade vocational guidance course designed in a workshop during the summer of 1967, the course was taught in an experimental situation in the two high schools in Fillmore, Utah, in the spring semester of 1968. The course objective was to help rural students develop in personal and social areas which research and experience have delineated as limiting factors in decision making and adjustment to the world of work. It was hypothesized that students in the defined 1-semester vocational guidance class would make greater gains (1) in their behavior, (2) in accurately perceiving their own attitudes, and (3) in their ability to designate future vocational goals. The results of the study tended to support the stated hypotheses; however, a discrepancy occurred when each student's behavior was rated by two of his teachers. When the students rated themselves, the results favored the experimental group. When the teachers did the rating, the results favored the control group. In neither group was the percentage of increase in positive behavior greater than the percentage of those students who remained the same or who moved in the opposite direction. Observable changes in student behavior were not visible to teachers of other classes. A follow-up study was recommended to help determine the long range effects of the course. (DM)

VT 007 374 ED 023 930
Hoerner, Harry J.; Stevenson, William W.
The Effects of On-the-Job Counseling on Employers' Rating and Job Satisfaction of Persons Trained in Selected Oklahoma MDTA Classes during 1967-68. Final Report.

Oklahoma State Univ., Stillwater. Research Foundation
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$6.90 OEG-1-7-07005-5070 24
BR-7-G-051
Pub Date - Sep68 136p.

*VOCATIONAL COUNSELING; EMPLOYER ATTITUDES; *JOB SATISFACTION; *ADULT VOCATIONAL EDUCATION; *FEDERAL PROGRAMS; UNEMPLOYED; UNDEREMPLOYED; QUESTIONNAIRES; OCCUPATIONAL MOBILITY; *VOCATIONAL ADJUSTMENT; INDIVIDUAL CHARACTERISTICS; PERFORMANCE; EMPLOYEES; EMPLOYMENT EXPERIENCE; EXPERIMENTAL GROUPS; CONTROL GROUPS; COMPARATIVE ANALYSIS
OKLAHOMA; *MANPOWER DEVELOPMENT TRAINING ACT PROGRAMS; MDTA PROGRAMS

The purpose of this study was to measure possible effects of post-manpower training counseling of an occupational nature upon certain facets of perception and behavior of 110 subjects from eight selected Oklahoma Manpower Development and Training Act classes held during 1967-68. The effects of the counseling treatment were measured by the subject's job satisfaction scores, employee performance scores, training efficiency, and general employability. Data consisted of demographic variables and information provided by two counselors, each working with randomly assigned subjects for an average of 1.86 hours per individual client. This study revealed that counseling did not bring about a higher job satisfaction level on the part of counseled subjects when means of their test scores were tested against those not counseled. Similarly, the employee performance mean test scores of counseled subjects were not significantly different to a magnitude which proved counseling affected this pformance; however, the counseling treatment was found to significantly affect the subjects obtaining bona fide and legitimate jobs, the number of weeks it required subjects to get such jobs, and the percent of time subjects held such jobs. (CH)

TEACHERS AND
TEACHER EDUCATION
SECTION

VT 000 534 ED 018 537
Tolbert, R.H.
The Special-Teacher Programs of Vocational Agriculture in Georgia.

Georgia Univ., Athens. Dept. of Agricultural Education
EDRS PRICE MF-$0.50 HC-$4.00
GU-Res-Ser-Bull-5
Pub Date - Nov64 78p.

*YOUNG FARMER EDUCATION; *ADULT FARMER EDUCATION; *VOCATIONAL AGRICULTURE TEACHERS; TEACHER EVALUATION; *TEACHER QUALIFICATIONS; TEACHER CHARACTERISTICS; *PROGRAM EVALUATION; SURVEYS; TEACHER RESPONSIBILITY; ADMINISTRATIVE ATTITUDES; TEACHER ATTITUDES; STUDENT ATTITUDES
GEORGIA

The objectives of the study were to investigate the utilization of special teachers, their qualifications and effectiveness, their professional time distribution, and the instructional program. Georgia has had special teachers for young and adult farmer classes since 1951 when a teacher-allotment system made these classes difficult to offer with regular personnel. Data were collected in a series of conferences with superintendent, principals, regular teachers, 13 of the 21 special teachers, and farmers enrolled in the program. The 29 observations and recommendations included: (1) The special teacher was meeting an existing need, (2) Regular teachers were fully engaged, (3) Facilities were adequate, and (4) The special teachers were qualified for their position, but might enlarge adult enrollments and distribute their time more effectively. It was recommended that criteria be developed for determining community need for a special teacher, that teachers be placed according to a school's degree need, and that such teachers be responsible only for young and adult farmer education. (JM)

VT 000 929
Klaurens, Mary, And Others
Careers in Distributive Education.

Minnesota Univ., Minneapolis. Dept. of Distributive Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 28p.

*DISTRIBUTIVE EDUCATION; *INSTRUCTOR COORDINATORS; *EMPLOYMENT OPPORTUNITIES; *TEACHER ROLE; TEACHER QUALIFICATIONS; PROGRAM DESCRIPTIONS; *OCCUPATIONAL INFORMATION

Information concerning the nature of various teaching positions in distributive education is presented. The topics include definition of distributive education, a history of distributive education, a case study of a distributive education coordinator, roles of the teacher-coordinator, requirements of education and training, employment opportunities, and professional organizations. (SL)

VT 001 020
Recent Developments in Technical Education; Report, Summer Institute, Instrumentation, 1966.

Rutgers, The State Univ., New Brunswick, N.J. Vocational-Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 20p.

*PROGRAM DESCRIPTIONS; BIBLIOGRAPHIES; *INSTRUMENTATION; INSERVICE TEACHER EDUCATION; *SUMMER INSTITUTES; *TRADE AND INDUSTRIAL TEACHERS

The institute-type seminar on industrial instrumentation practice and theory was designed for teachers at the high school and post-high school levels. The purpose of the institute was to provide current information and applications of industrial instrumentation. Basic instrumentation principles were interwoven with recent developments and new innovations through the presentations of 11 guest instructors from industry. These presentations were correlated with laboratory demonstrations and experiments. The participants included 16 teachers of instrumentation, electronics, and related subjects. The institute course outline, evaluation opinionnaires, and an instrumentation bibliography of 30 items dating from 1944 to 1965 are given. (HC)

VT 001 812 ED 019 405
Brown, Norberta Wilson; Barlow, Melvin L.
Improving Instruction in Vocational Nursing, Action-Research Using the Small-Group Method. Second Report: Evaluation.

California Univ., Los Angeles. Div. of Vocational Education
EDRS PRICE MF-$1.50 HC-$17.50
Pub Date - 64 348p.

*PRACTICAL NURSING; *HEALTH OCCUPATIONS EDUCATION; *TEACHER WORKSHOPS; *SMALL GROUP INSTRUCTION; PROGRAM EVALUATION; CLINICAL EXPERIENCE

Thirty-five faculty members representing two-thirds of the vocational nursing programs in California attended two series of workshops, each limited to eight participants, to investigate some of the problems of improving nursing instruction. Generally, the workshop day was divided into three periods: clinical experience, a ward conference, and seminar sessions. The first part of the total agenda focused upon acquiring understanding and knowledge as a basis for planning learning experiences and developing curriculums. The small-group workshop method proved to be an effective means of improving instruction. Variations in schedules increased the opportunity for faculty members to attend while the small-group method provided maximum opportunity for communication and stimulated a variety of personalities. Clinical experience and ward conferences provided a foundation for seminar sessions, especially those concerned with curriculum planning. During the year following the delegates' return to their programs, significant changes were made in curriculums, but few in selection and counseling. Delegates became motivated to acquire more adequate preparation as nurse-educators. Recommendations were directed to the vocational nursing instructor, the school administrator, and the registered nurse and concerned improving curriculums, establishing standards in specific areas, providing teacher training opportunities, and establishing cooperation between the 1-year vocational and the 2-year associate degree nursing programs. Detailed observer reports of participant concerns and the resolution of the concerns, analysis of participant evaluations, a discussion of the workshop method, a bibliography, and recommendations from "A Study of Vocational Nursing in California" are included. (JK)

VT 001 901
Love, Gene M.
State Master Plan of Inservice Education for Vocational Agriculture Teachers. Teacher Education Series, Vol. 4, No. 7.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 9p.

*AGRICULTURAL EDUCATION; *STATE PROGRAMS; *INSERVICE TEACHER EDUCATION; *INSERVICE COURSES; MASTER PLANS; VOCATIONAL AGRICULTURE TEACHERS
PENNSYLVANIA

Higher certification standards for vocational agriculture teachers have resulted in increased needs for inservice teacher education. Because of the increased needs, and the shortcomings of the present system, it was imperative to develop a state master plan for inservice teacher education. The advantages of the plan are: (1) It provides a wider selection of technical agriculture and professional courses on a regular basis and within driving distance of every teacher in the state, (2) It allows teachers to project their inservice graduate study programs 3 years into the future, (3) It facilitates improved instruction and better course continuity, (4) It reduces the time interval between classes to coincide with registration and grade reporting periods at the university, and (5) It eliminates conflicts during the summer term between on- and off-campus courses offered by the Department of Agricultural Education. A schedule of courses offered in Pennsylvania from 1963 to 1966, presented in graphic form, specifies the location, subject areas, dates, and instructors. (JM)

VT 002 572 ED 019 457
Barlow, Melvin L.; Reinhart, Bruce
Profiles of Trade and Technical Teachers--Comprehensive Report.

California Univ., Los Angeles. Div. of Vocational Education
California State Dept. of Education, Sacramento. Bureau of Industrial Education
EDRS PRICE MF-$1.25 HC-$14.80
Pub Date - 68 294p.

*TRADE AND INDUSTRIAL TEACHERS; *TEACHER CHARACTERISTICS; TEACHER EXPERIENCE; TEACHER QUALIFICATIONS; TEACHER EMPLOYMENT; TEACHING CONDITIONS; TEACHER SALARIES; PROFESSIONAL ASSOCIATIONS; STATE SURVEYS; QUESTIONNAIRES; INTERVIEWS; TEACHER EDUCATION; JUNIOR COLLEGES; EDUCATIONAL EXPERIENCE; HIGH SCHOOLS; CORRECTIVE INSTITUTIONS; TEACHER CERTIFICATION
CALIFORNIA

The characteristics and perceptions of trade and technical teachers in California are reported and analyzed. The description of characteristics is based on 1,587 responses drawn from the total population of trade and technical teachers credentialed to teach full time in California in September 1966. The perceptions are based on the responses of 185 teachers in 14 group interviews, the responses of these same teachers on a self-perception questionnaire, and the responses of another sample of 408 teachers on two forms of a prescription-description questionnaire. Data are presented for teachers in junior colleges, high schools, correctional institutions, and other institutions. Both junior college teachers who comprise 65.7 percent of the population and high school teachers who comprise 14.2 percent teacher predominantly in metropolitan areas. The junior college teachers compared with other groups have more formal education, include more women, have less work experience, tend to be older, and earn the highest salaries. The correctional teachers comprise 10.5 percent of population, are older than the other groups, have much more work experience, teach in small towns, start teaching with the least education, and earn the smallest salaries on a 9-month basis. Most of the trade and technical teachers are in their second careers having developed a trade or technical competency at the journeyman level before being credentialed to teach. This transition presents peculiar problems in that the educational system has not adapted completely to new vocational goals and the assimilation of a different staff. The appendixes present additional descriptions and statistical information. A summary report is available as VT 004 274. (HC)

VT 002 803 ED 021 043
Bentley, Ralph R.; Rempel, Averno M.
Vocational Agriculture Teacher Morale Study--A Comparison of Selected Factors in Schools Where the Morale of Vocational Agriculture Teachers is "High" with Schools Where the Morale of Vocational Agriculture Teachers is "Low".

Purdue Univ., Lafayette, Ind. Dept. of Education
EDRS PRICE MF-$0.25 HC-$2.65
Pub Date - Feb63 51p.

*VOCATIONAL AGRICULTURE TEACHERS; TEACHER CHARACTERISTICS; *STUDENT ATTITUDES;STUDENT PROBLEMS; ACADEMIC APTITUDE; *TEACHER MORALE; ANALYSIS OF VARIANCE; FACTOR ANALYSIS

A study was undertaken to determine whether differences existed with respect to student attitude toward their teacher, feelings about school work problems, and academic aptitude between vocational agriculture departments in which teacher morale was high and those in which teacher morale was low. The teacher sample included 21 with the highest morale and 21 with the lowest morale of 263 Indiana vocational agriculture teachers who responded to the Purdue Teacher Morale Inventory. Differences in teacher group characteristics were age, education, experience, assignment, tenure, salary, satisfaction, and optimism. There was significant difference between the two groups' response to the Vocational Agriculture Viewpoint Inquiry, but none between the high school principals of the two groups. The Minnesota Student Attitude Inventory (MSAI), Science Research Associate (SRA) Youth Inventory, and the Lorge-Thorndike Intelligence Test were administered to the agriculture students of the teachers in the sample. Data subjected to an analysis of variance and a factorial design showed that MSAI scores were highest for students with high IQ of teachers with high morale. No significant differences were found between students of high morale and those of low morale teachers on mean SRA scores, but differences related to the rural-urban factor and grade level were found. The IQ level played an important role in all comparisons. (JM)

VT 003 556
Scannell, Edward E.
Off-Campus Responsibilities of Distributive Teacher-Educators. Professional Bulletin Series Number 4.

Council for Distributive Teacher Education Services
Iowa State Coll., Cedar Falls. Distributive Education Services
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 33p.

*DISTRIBUTIVE EDUCATION; *TEACHER ROLE; *TEACHER EDUCATORS; CONSULTATION SERVICES; *TEACHER RESPONSIBILITY; INSERVICE TEACHING; NATIONAL SURVEYS; QUESTIONNAIRES; DISTRIBUTIVE EDUCATION TEACHERS

Off-campus services typically offered by distributive education teacher-educators are described. Questionnaires were returned by 32 of the 34 distributive education teacher-educators contacted in 26 states. Replies of the 23 respondents from 16 states engaged primarily in a teacher-educator function were used for the report. The results included: (1) The median allocation of work load was 42.3 percent for teacher education, 27 percent for off-campus activities, 18.2 percent for on-campus administrtion duties, and 12.5 percent for other activities, (2) The average teacher-educator taught 8 credit hours per week, (3) Over 80 percent of the teacher-educators had reduced campus loads to offset off-campus activities, (4) Over half 52.2 percent, offered professional courses for credit off the main campus, mostly as needs in the area arose, (5) Over 90 percent scheduled individual visits with their coordinators, (6) 91.3 percent had a planned program of inservice education, (7) 95.6 percent visited local schools for consultation about starting distributive education programs, (8) 73.9 percent had responsibility for campus student teachers, (9) 69.5 percent assisted in checking state high school program effectiveness, and (10) 95.6 percent were involved in planning their state coordinator conference. Comments of the respondents, the questionnaire with summary data, and a list of participants are included. (MM)

VT 004 274 ED 014 309
Barlow, Melvin L.; Reinhart, Bruce
Profiles of Trade and Technical Teachers--Summary Report, 1967.

California State Dept. of Education, Sacramento. Bureau of Industrial Education
EDRS PRICE MF-$0.25 HC-$2.00
Pub Date - 67 38p.

*TRADE AND INDUSTRIAL TEACHERS; *TEACHER CHARACTERISTICS; TEACHER EXPERIENCE; TEACHER QUALIFICATIONS; TEACHER EMPLOYMENT; TEACHING CONDITIONS; TEACHER CERTIFICATION; TEACHER SALARIES
CALIFORNIA

"Profiles of Trade and Technical Teachers, Comprehensive Report" is summarized. See abstract of VT 002 572 which is the complete study. (HC)

VT 004 304 ED 021 988
McGregor, G.C.
In Service Training in Computer Assisted Instruction for Vocational Teachers. Final Report.

Providence Coll., R.I. Computer Center
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.70 OEG-1-7-062811-0016 08
BR-6-2811
Pub Date - 66 52p.

*COMPUTER ASSISTED INSTRUCTION; *INSERVICE TEACHER EDUCATION; *SUMMER WORKSHOPS; *CURRICULUM DEVELOPMENT; VOCATIONAL EDUCATION TEACHERS; PROGRAM EVALUATION; *VOCATIONAL EDUCATION; HIGH SCHOOLS

This project was the third in a proposed 5-phase project for developing vocational education curriculum for junior and senior high school students. Thirteen vocational education teachers participated during the period from July 13 to October 15, 1966. A specific objective for each participant was to develop a 1-semester course in his particular subject area which would be used in establishing a Computer Assisted Instruction (CAI) Curriculum in vocational education. The objective of completing a semester's course appeared to have been too ambitious. From 50 to 150 hours of work was required to produce one 40-minute class lesson. Only one to one and one half class lessons could be prepared since the participants spent 15 hours in preparation each week, outside of the required attendance of 2 hours each evening on Monday through Thursday, in 6 weeks. The most important single impediment of the project was the lack of reliability of the CAI equipment. Recommendations and guidelines for future programs are listed. A sample course section, "Introduction to Data Processing," for CAI instruction is included in the appendix. (PS)

VT 004 587
Thompson, John Francis
Career Pattern Analysis of a Selected Group of Former Vocational Teachers.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 Noth Zeeb Road, Ann Arbor, Michigan 48106 (66-14180, microfilm $3.00, xeroxed $7.40).
Pub Date - 66 143p.

*VOCATIONAL EDUCATION TEACHERS; *VOCATIONAL DEVELOPMENT; HOME ECONOMICS TEACHERS; VOCATIONAL AGRICULTURE TEACHERS; HIGH SCHOOLS; *FORMER TEACHERS; TEACHER CHARACTERISTICS; TEACHER ATTITUDES; CAREER CHOICE; BUSINESS TEACHERS
MICHIGAN

Questionnaires returned by 205 selected former vocational agriculture, business, and home economics teachers were analyzed to determine the factors contributing to teaching career development. All respondents graduated from Michigan State University in 1952, 1956, 1958, 1960, or 1961, began to teach vocational subjects immediately after college graduation, and taught for 1 or more years but were not teaching in the fall of 1965. Data analyses techniques used included chi-square, Kruskal-Wallis One Way Analysis Model, Spearman Rank Correlation Coefficient, Miller-Form Career Pattern Paradigm, and descriptive career patterns. Some findings were: (1) Differences among factors which contributed to career development of former vocational teachers were more sharply discernible by sex, area of residence at birth, parental educational attainment, Mill-Form Career Patterns, and descriptive patterns, (2) The career choice of former vocational teachers was like that of teachers in general, (3) Nearly two-thirds of the former vocational teachers' parents had been blue-collar workers, (4) The peak exit rate for home economics and business teachers occurred during the second year of teaching compared with the fourth year for agriculture teachers, and (5) 41 percent of the former agriculture teachers and nearly two-thirds of the former business and home economics teachers expressed a positive attitude toward reentering vocational training. This Ph.D. dissertation was submitted to Michigan State University. This study is also reported in ED 010 192. (WB)

VT 004 598 ED 022 010
Hull, William L., And Others
Developing Occupational Experience Programs in Agricultural Distribution.

Oklahoma State Univ., Stillwater. Research Foundation
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$6.70 OEC-5-85-077 08
BR-5-0025
Pub Date - Oct67 132p.

VOCATIONAL AGRICULTURE TEACHERS; *COOPERATIVE EDUCATION; *OFF FARM AGRICULTURAL OCCUPATIONS; *AGRICULTURAL EDUCATION; *DISTRIBUTIVE EDUCATION; INSERVICE TEACHER EDUCATION; *TEACHER WORKSHOPS; PROGRAM DEVELOPMENT; PARTICIPANT CHARACTERISTICS; PROGRAM EFFECTIVENESS

A 6-week teacher education institute, the second of two, focused on the use of distributive information and methods by vocational agriculture teachers in the preparation of students for off-farm agricultural occupations. The specific objectives were to (1) upgrade teachers in distribution, (2) acquaint teachers with cooperative education methods, (3) broaden rural school offerings, and (4) adapt existing distributive materials to agriculture. The 30 participants from 30 states were selected upon the basis of their ability to profit from the institute. Presentations by distributive education coordinators and participants, committee work, and field trips were among the methods. Participant selection was considered the most important single staff decision. The participants were found to have gained significantly in knowledge of distributive education. An evaluation committee judged that the major strength of the institute was the instruction during the workshop and its weakness was the lack of administrator involvement. Among other conclusions, implications, and recommendations were statements concerning morale, incentives, implementation difficulties, home community size, multiple-teacher departments, cooperative teaching stations, institute length, and participant housing. (JM)

VT 005 252   ED 022 029
Perlberg, Arye, And Others
The Use of Portable Video Tape Recorders and Micro-Teaching Techniques to Improve Instruction in Vocational-Technical Programs in Illinois: A Pilot Study. Interim Report.

EDRS PRICE MF-$0.25 HC-$1.30
Pub Date -   Mar68 24p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; AREA VOCATIONAL SCHOOLS; JUNIOR COLLEGES; PILOT PROJECTS; *VIDEO TAPE RECORDINGS; *TEACHING TECHNIQUES; STUDENT TEACHERS; INSERVICE TEACHING; INSERVICE TEACHER EDUCATION; *MICROTEACHING; TEACHING SKILLS; VOCATIONAL EDUCATION TEACHERS; *TEACHER EDUCATION; STUDENT TEACHING; TEACHER SUPERVISION
ILLINOIS

The two papers in this report are: (1) "The Use of Portable Video Tape Records and Micro-Teaching Techniques to Improve Inservice Training in Area Vocational Schools and in the Vocational-Technical TPrograms in Junior Colleges," and (2) "The Use of Portable Video Tape Recorders and Micro-Teaching Techniques to Improve Supervision of Prospective Teachers in Vocational-Technical Education." They report of a study on the feasibility to improve the inservice training of teachers and student teachers in vocational-technical programs. Attention was focused on the problems of motivation for change through feedback mechanisms, the elements of systematic analysis, and the development of competency in specific teaching skills. Teachers participating in the project were taped for 10 to 15 minutes during their classes. These tapes were analyzed by the teacher and a project staff member for suggested modifications in teaching techniques. Some implications for consideration in future project activities were teacher attitudes toward innovation, the availability of portable video recorders, and more effective planning and administration of program activities. It was concluded that these techniques may have a strong appeal to vocational-technical educators for improvement of their teaching skills Two bibliographies are included. (WB)

VT 005 415   ED 021 064
Couch, Rex D.
Medical Laboratory Assistant Teacher Education Institute--Pilot Program. Final Report.

National Committee for Careers in Medical Technology, Washington, D.C.
National Council on Medical Technology Education, Memphis, Tenn.
EDRS PRICE MF-$0.50 HC-$5.50   OEG-1-7-070635-3474
BR-7-0635
Pub Date - 15Feb68 108p.

*TEACHER EDUCATION; *INSTITUTES (TRAINING PROGRAMS); PILOT PROJECTS; *MEDICAL LABORATORY ASSISTANTS; HEALTH OCCUPATIONS EDUCATION; PROGRAM DEVELOPMENT; CURRICULUM DEVELOPMENT; *PROGRAM EVALUATION; INTERDISCIPLINARY APPROACH; PROGRAM GUIDES

An interdisciplinary group cooperated in planning, conducting, and evaluating a teacher education institute that would offer the opportunity for teacher participants to improve their teaching, provide an experimental approach to teacher training, and serve as a model for other teacher training institutes. Behavioral objectives and participant selection criteria were developed and the University of Tennessee was selected to conduct the institute. Twenty-one teachers participated in the 2-week institute which covered formulation of objectives, the teachering role of the medical technologist, psychological factors of teaching and learning, group dynamics, occupational analysis, lesson planning, audiovisual instruction, problems of the disadvantaged, and educational measurement. The Educational Testing Service, an independent organization, evaluated the institute. It was concluded that on the whole the needs of the participants were met. However, some expressed an unsatisfied need for course content for medical laboratory assistant programs. Practice teaching was the most worthwhile experience. Valuable subject matter areas were behavioral objective formulation, lesson planning, teaching strategies, and the use of visual aids. Appendixes include an institute announcement, selection form, selection criteria report, bibliography, a list of materials distributed, forms for evalation of teacher and institute, a learning experiences analysisnform, and the Educational Testing Service Report. (JK)

VT 005 430   ED 020 421
Dorr, Eugene
A Case Study of Weaknesses in Coordination Practices. Professional Bulletin 2.

Arizona State Dept. of Vocational Education, Phoenix. Distributive Education Service
Council for Distributive Teacher Education.
EDRS PRICE MF-$0.25 HC-$1.05
Pub Date -   62 19p.

*DISTRIBUTIVE EDUCATION; *CASE STUDIES (EDUCATION); *TEACHER BEHAVIOR; *PROGRAM COORDINATION; *INSTRUCTOR COORDINATORS; ADULT VOCATIONAL EDUCATION; COOPERATIVE EDUCATION; DISTRIBUTIVE EDUCATION TEACHERS

The purpose of the study was to elicit specific cases of weaknesses in distributive education teachers as observed and reported by state supervisors of distributive education. Of the 41 cases compiled, 27 dealt with the high school cooperative program, seven with adult education, and seven with general weaknesses mostly in professionalism. Information on each of the 14 cases presented in this document includes: (1) level of program and area of weakness, (2) citation of weakness, (3) description of details surrounding the problem, and (4) elaboration on the examples. Studies at the cooperative level are concerned with weaknesses in (1) instruction, four cases, (2) coordination, three cases, (3) training station development, three cases, and (4) student screening, one case. Two cases at the adult level are concerned with weaknesses in programing classes and developing adult classes. The last case is at the teacher-coordinator level and is concerned with professionalism. Results of the case study, although not generalizable to all coordinators, can point up areas in teacher education that need strengthening. (MM)

VT 005 570   ED 022 041
Knouse, Reno S.
The Dunwoody Papers.

Wisconsin Univ., Madison. Distributive Education Office
Council for Distributive Teacher Education

EDRS PRICE MF-$0.50 HC-$4.75
CDTE-Prof-Bull-13
Pub Date - Sep67 93p.; Report of National Training Conference for Distributive Education (1st, Minneapolis, August 14-25, 1939).

*DISTRIBUTIVE EDUCATION; *CONFERENCE REPORTS; *PROGRAM DEVELOPMENT; *TEACHER EDUCATION; INSTRUCTIONAL MATERIALS; TEACHING METHODS; DISTRIBUTIVE EDUCATION TEACHERS
*NATIONAL TRAINING CONFERENCE FOR DISTRIBUTIVE EDUCATION, MINNEAPOLIS, MINNESOTA, AUGUST 14-25, 1939

Committee reports and group discussions are presented for a conference called by the Office of Education. The committee on organization and development considered a statement of objectives, the development of a sound program of training that will sell itself on merit, the approach of developing a new program as a merchandising problem, the development of a sound technique of answering objections, and new fields where training needs exist. The committee on teacher training considered the location and selection of teacher candidates, the peculiar characteristics of the teacher's job, the most effective plan for training discussion group leaders, inservice training, and leader training programs for a local community. The committee on instructional material considered the need and demand for a universal form for the preparation and effective exchange of teaching materials, the content of such a standard form, and conference adoption of such a form. The committee on materials listed methods to be considered, and characteristics of each, defined the nature of each method, suggested ways of using the method to advantage, and compiled for group discussion a list of problems related to methods. (MM)

VT 005 642 ED 022 042
Mills, Chester O.
Supervision Considerations of Student Teaching in Distributive Education.

Bowling Green State Univ., Ohio. Dept. of Business Education
Council for Distributive Teacher Education
EDRS PRICE MF-$0.25 HC-$2.05
CDTE-Prof-Bull-11
Pub Date - 67 39p.

*DISTRIBUTIVE EDUCATION; STUDENT EVALUATION; *STUDENT TEACHING; *TEACHER EDUCATORS; *TEACHER RESPONSIBILITY; SURVEYS; *EVALUATION CRITERIA; EDUCATIONAL OBJECTIVES

The purpose of this document is to provide an understanding of the teacher educator's responsibilities and basic considerations for supervising student teachers in distributive education. A review of literature in the student teaching field, both general and specific, questionnaires to 20 distributive teacher educators (15 returned), and personal interviews with 10 distributive teacher educators with supervisory responsibilities in student teaching programs were used to arrive at these responsibilities and considerations. No attempt was made to synthesize the information from a statistical point of view, but it is presented as a consensus of the teacher education group in the distributive education group. Included are discusssions of (1) six success factors in a student teaching program, (2) an overview of the philosophy and objectives for student teaching in distributive education (both general and special criteria), (3) principles applying to the student teaching program, (4) the role and criteria used in selecting the teaching station, and (5) a suggested instrument for evaluating the student teacher. The questionnaire and the interview questions are included in the appendix. (MM)

VT 005 643 ED 022 903
Mills, Chester O.
Sources and Recruitment of Distributive Education Teachers.

Bowling Green State Univ., Ohio. Dept. of Business Education
Council for Distributive Teacher Education
EDRS PRICE MF-$0.25 HC-$1.90
CDTE-Prof-Bull-9
Pub Date - 67 36p.

*DISTRIBUTIVE EDUCATION; *TEACHER RECRUITMENT; TEACHER SHORTAGE; *TEACHER SUPPLY AND DEMAND; TEACHER BACKGROUND; NATIONAL SURVEYS; QUESTIONNAIRES

Forty-six distributive education state supervisors and 49 teacher educators responded to a survey to determine the supply of distributive education teachers, sources of recruitment, and methods employed to recruit. Some of the findings were: (1) 82.2 percent of the state supervisors and 91.8 percent of the teacher educators indicated an inadequate supply of distributive education teachers, (2) A total of 3,097 additional teachers were estimated to be needed by school year 1970-71, (3) Sources of teacher recruitment were listed in order of importance as colleges and universities, high schools, business, home, and others, (4) State supervisors tended to rely more than teacher educators on business as a source, (5) Both groups ranked the top four methods of recruitment as personal interview, brochures, group presentations, and personalized letters, and (6) The groups differed in their judgment of who was responsible for teacher recruitment. Some of the conclusions were: (1) Teacher educators focus on college students while state supervisors look for present members of the high school staff in recruiting teachers, (2) Review of the literature and the survey results give no indication of a systematic program of recruitment, and (3) The responsibility for recruitment has not been properly defined or assigned. (MM)

VT 005 735
So You're Teaching Adults.

Wisconsin State Board of Vocational and Adult Education, Madison
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 16p.

*ORIENTATION MATERIALS; *ADULT VOCATIONAL EDUCATION; TEACHER EDUCATION; *TEACHING METHODS; *ADULT EDUCATION; TEACHER CHARACTERISTICS; *TEACHER ROLE

Teachers may use this illustrated reference in preparing for an adult class. It contains: (1) hints about adults and adult classes, (2) suggested orientation activities for the first class meeting, (3) aids for improving instruction, (4) teaching methods and techniques, and (5) an outline to use in planning a lesson. (DM)

VT 005 762 ED 021 128
Knoll, Peter F., Jr.; Stephens, John F.
Inservice Training for Vocational Teachers in Utah. Final Report.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City

EDRS PRICE MF-$0.25 HC-$1.95 OEG-4-7-063046-1612 08
BR-6-3046
Pub Date - Mar68 37p.

*VOCATIONAL EDUCATION; *INSERVICE TEACHER EDUCATION; *TEACHER IMPROVEMENT; QUESTIONNAIRES; *VOCATIONAL EDUCATION TEACHERS; PROGRAM EFFECTIVENESS; STATE SURVEYS
UTAH

The specific objectives of this investigation were to determine the extent of Utah's inservice training program, compare it with that of other states, determine its effectiveness, and ascertain problem areas and make recommendations for improvement. Data were collected by a survey of other state programs, personal interviews with State vocational specialists, and a survey of State vocational teachers. The conclusions were: (1) A systematic method of scheduling is needed to coordinate the entire inservice training program, (2) The present program should place more emphasis on doing rather than telling, (3) Financial assistance should be offered to teachers to encourage participation, (4) Work experience should be encouraged, and (5) Modern techniques such as micro-teaching should be incorporated into the inservice training program. The appendixes contain information on utilizing a key-sort card in scheduling inservice courses and utilizing micro-teaching in inservice education, results of a trades and industries study in Colorado concerning inservice education, and the questionnaire and tabulation of questionnaire results. (DM)

VT 005 869 ED 021 137
Reed, Jack C.; Wright, Lucille, E.
In-Service Education of Office Occupations Teacher-Coordinators. Final Report.

Iowa Univ. of Northern Iowa, Cedar Falls
EDRS PRICE MF-$1.00 HC-$11.70 OEG-3-7-070542-2968 08
BR-7-0542
Pub Date - Apr68 232p.

*OFFICE OCCUPATIONS EDUCATION; *INSERVICE TEACHER EDUCATION; FIELD INSTRUCTION; *INSTRUCTOR COORDINATORS; NATIONAL PROGRAMS; PROGRAM EVALUATION; *SPEECHES; *SUMMER INSTITUTES; PARTICIPANT INVOLVEMENT; BIBLIOGRAPHIES; INSTRUCTIONAL MATERIALS; INFORMATION DISSEMINATION

Twenty-six office occupations teachers from 24 states, the District of Columbia, and Puerto Rico attended the first national institute for inservice education of office occupations teacher-coordinators at the University of Northern Iowa to participate in 4 weeks of classroom instruction and practical field observations related to the Office Occupations Educational Cycle. The Cycle, as developed by Dr. Bruce I. Backstone, starts from an analysis of the occupation and a description of behavioral terms translated into educational procedures which, placed into operation in and out of school, provide the student with planned learning experiences and realistic opportunities to use skills and knowledges, placement in the world of work, and evaluation on the basis of success on the job. Nationally known resource persons presented materials relative to the Cycle. The teaching of disadvantaged youth was given prime concern. Each participant spent 3 days in each of two offices in the area to gather job information. Included are (1) the followup evaluation findings and comments of the participants, (2) a bibliography, (3) extensive appendixes containing federal legislation reports, instructional materials, the evaluation questionnaire, and institute information, and (4) a description of the Cycle. (PS)

VT 006 410 ED 022 053
Kaiser, Charles H.
An Empirical Analysis of Role Conflict and Multiple Allegiance Among Selected Vocational Teachers in Oklahoma. Final Report.

Oklahoma State Univ., Stillwater
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$8.35 OEG-1-7-070058-4570 24
BR-7-G-058
Pub Date - 15Jul68 165p.

*ROLE PERCEPTION; *TEACHER BEHAVIOR; *VOCATIONAL EDUCATION TEACHERS; *ADMINISTRATIVE PERSONNEL; *STATE SUPERVISORS; VOCATIONAL AGRICULTURE TEACHERS; TRADE AND INDUSTRIAL TEACHERS; VOCATIONAL EDUCATION; ROLE CONFLICT; TEACHER ROLE; TEACHER SUPERVISION; HIGH SCHOOLS; INTERACTION; QUESTIONNAIRES; BUREAUCRACY
OKLAHOMA

Role theory concepts were employed to define substantive areas of interactions between vocational teachers, state supervisory personnel, and local school administrators, define potential and actual role conflicts for vocational teachers arising from these interactions, and assess the impact of perceived conflict upon vocational teacher job satisfaction. Interviews of 20 vocational agriculture teachers, 20 trade and industrial teachers, 40 school administrators, and 10 state supervisors were conducted from a stratified random sample of 30 high schools. Findings indicated: (1) School administrators and state supervisors differed in their evaluation of vocational agriculture teacher behavior more than their evaluation of trade and industrial teachers and their administrators, (3) State supervisors and trade and industrial teachers differed in evaluating teacher role more than state supervisors and vocational agriculture teachers, and (4) State supervisory personnel in general held rigorous expectations for vocational teacher behavior. The greatest potential area of role conflict was in differing expectations of teacher behavior by state supervisors and school administrators. (DM)

VT 006 472 ED 023 858
Johnson, Cecil Heyward
The Identification of Teacher Opinion Leaders: An Element in a Change Strategy for Agricultural Education

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - 68 215p.

*VOCATIONAL AGRICULTURE TEACHERS; *ADULT LEADERS; INTERACTION PROCESS ANALYSIS; GROUP STRUCTURE; PEER RELATIONSHIP; *SOCIOMETRIC TECHNIQUES; *TEACHER CHARACTERISTICS; CHANGE AGENTS; AGRICULTURAL EDUCATION; EDUCATIONAL INNOVATION
SOUTH CAROLINA

To gain some insight and understanding of the opinion leadership phenomenon as an element of a change strategy for agricultural education, a means of identifying and investigating the personal and social characteristics of teachers identified as opinion leaders was developed. Chi square, "t" test, and Spearman's rank order correlation coefficient were used to analyze data obtained by group interviews from 272 of the 279 vocational agriculture teachers in South Carolina. Individuals nominated four or more times by their peers as sources of advice and information were identified in 11 areas of vocational agriculture program and were considered to be opinion leaders. They were found to be significantly older, more experienced and innovative, higher salaried, more highly educated, exhibited a greater degree of social participation and held more professional education offices than their peers. There was no significant difference in the number of teacher positions held, number of professional education and technical agriculture publications read, degree of satisfaction with job, conformity to social system norms, innovativeness or how cosmopolite a teacher was rated. This Ph.D. dissertation was submitted to Ohio State University. (DM)

VT 006 576 ED 022 057
Allen, David
A Developmental Program for the Improvement of Trade-Technical Teacher Education in the Southern States, Eight Month Follow-Up Study.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.80 OEG-4-6-062861-1957 08
BR-6-2861

Pub Date - 67 14p.

*TRADE AND INDUSTRIAL EDUCATION; *TECHNICAL EDUCATION; *SUMMER WORKSHOPS; *INSTRUCTIONAL IMPROVEMENT; PROGRAM EVALUATION; TEACHING TECHNIQUES; TEACHER EDUCATION; TRADE AND INDUSTRIAL TEACHERS; FOLLOWUP STUDIES; SOUTHERN STATES; *INSTRUCTIONAL INNOVATION

A questionnaire was used to collect data from 13 southern trade and technical teachers in order to ascertain the degree to which they had adopted 15 instructional innovations that had been presented in a special summer workshop eight months earlier. The innovations were (1) color keyed instruction sheets, (2) a method of illustrating communication barriers, (3) a method of illustrating difficulty of learning, (4) controlled notes, (5) instant evaluation, (6) time line presentation of history, (7) getting immediate feedback from class, (8) spiral concepts, (9) an elementary research sequence for vocational teachers, (10) group dynamics, (11) achieving level of objectives, (12) film slides and window shades, (13) jigsawed illustrations, (14) four methods of grading, and (15) item analysis. Results indicated that the workshop participants were planning to use 30.8 percent and were using 58.5 percent of the innovations. Individual ability to utilize 89 percent of the innovations was also indicated. Innovations used by 10 or more teachers were (1) color keyed instruction sheets, (2) controlled notes, (3) instant evaluation, (4) getting immediate feedback from class, and (5) films slides and window shades. The full workshop report is available as ED 011 061. (EM)

VT 006 606 ED 023 865
Wiggins, Lloyd Lee
A STUDY OF ATTITUDINAL CHANGES OF STUDENT TEACHERS IN AGRICULTURAL EDUCATION.

Oklahoma Vocational Research Coordinating Unit, Stillwater
DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - Jul68 113p.

*AGRICULTURAL EDUCATION; TEACHER ATTITUDES; *STUDENT ATTITUDES; *STUDENT TEACHERS; *CHANGING ATTITUDES; COOPERATING TEACHERS; *STUDENT ORGANIZATIONS; STUDENT TEACHING; VOCATIONAL AGRICULTURE TEACHERS; VOCATIONAL AGRICULTURE; HIGH SCHOOLS
OKLAHOMA; FFA; *FUTURE FARMERS OF AMERICA

Changes in student-teacher attitudes toward participation in Future Farmers of America (FFA) activities were evaluated to determine the effect of student teaching experience upon 75 student teachers in agricultural education. The 32 student teaching centers in Oklahoma were categorized according to participation in FFA activities into low, medium, and high levels and each student received one of these levels of treatment for 7 weeks. A 25-statement attitude scale designed to measure change in attitudes toward FFA participation was constructed and given as a pretest and post test to student teachers and as an opinionnaire to cooperating teachers. A dogmatism scale was also administered to each of the student teachers. Findings resulting from data analysis revealed: (1) Significant differences existed between treatment levels and total attitude changes with the greatest amount of positive influence in the medium treatment level, (2) Student teachers significantly changed their attitudes toward the direction of the expressed opinion of their cooperating teacher, (3) Dogmatism scores were not correlated with total attitude change in student teachers, (4) Cooperating teachers differed significantly by treatment levels in their opinion on some of the attitude statements, and (5) Student teachers were most influenced to change their attitude toward teaching production agriculture instead of teaching leadership development. Conclusions indicated student teaching centers should be selected with care because of their critical influence on student teacher attitude. Medium treatment level centers often train student teachers in the broader concept of the vocational agriculture program. This thesis was submitted to Oklahoma State University in fulfillment of Ed.D. degree. (DM)

VT 006 642 ED 023 867
Williams, David L.; Hull, William L.
VARIABLES INFLUENCING TEACHER ADOPTION OF COOPERATIVE AGRICULTURAL OCCUPATIONS CURRICULA. RESEARCH BULLETIN NO. 11.

Oklahoma State Univ., Stillwater. Dept. of Agricultural Education
Oklahoma Vocational Research Coordinating Unit, Stillwater
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.50 OEG-1-7-070052-4587 24
BR-7-G-052

Pub Date - Jul68 48p.

*VOCATIONAL AGRICULTURE TEACHERS; *DIFFUSION; *ADOPTION (IDEAS); *OFF FARM AGRICULTURAL OCCUPATIONS; HIGH SCHOOLS; EDUCATIONAL INNOVATION; *COOPERATIVE EDUCATION; BIBLIOGRAPHIES; VOCATIONAL AGRICULTURE; SUCCESS FACTORS; CURRICULUM
OKLAHOMA

Oklahoma teachers attending workshops in the summers of 1965 and 1966 were not equally successful in initiating high school off-farm agricultural occupations programs even though the necessary competencies were attained. To determine relationships between teacher innovativeness and innovation diffusion, and to isolate variables associated with failure to adopt innovative programs, a diffusion scale, innovativeness scale, and administrator attitude scale were completed by interviewing each of the 32 teachers and their administrators. Diffusion of innovative practices was found to be significantly correlated with the number of teachers in a department, the number of students in a department, teacher innovativeness, and the number of non-farm agricultural students. The number of teachers in a department and teacher innovativeness accounted for nearly 52 of the 70 percent of the variance in the regression equation. Low correlations indicated the following factors did not seriously inhibit diffusion of cooperative agricultural occupations curricula: (1) administrator's attitude, (2) expenditure per pupil, (3) number of agricultural training stations available in the community, (4) offering of a separate agricultural mechanics class, and (5) the number of vocational education programs offered by the school. (DM)

TEACHING
AND LEARNING
SECTION

VT 000 066
Ball, Joe P.; Ellis, Willie T.
An Annotated Bibliography - In-Service Training in Agricultural Education.

State Univ. of New York, Ithaca, Agricultural Education Div. at Cornell Univ.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec65 21p.

*ANNOTATED BIBLIOGRAPHIES; *AGRICULTURAL EDUCATION; *INSERVICE TEACHER EDUCATION; AGRICULTURAL ENGINEERING; FARM MANAGEMENT; CURRICULUM; PLANT SCIENCE; ANIMAL SCIENCE; SOIL SCIENCE; PUBLIC RELATIONS; INSTRUCTIONAL AIDS
AGRICULTURAL EDUCATION MAGAZINE

This annotated bibliography for use in in-service training in agricultural education was prepared from articles published in "Agricultural Education," July, 1955 to December, 1965. Part I contains 40 articles relating to teacher professional improvement. Part II contains 86 articles on subject matter materials and teaching aids in the areas of: (1) agricultural mechanics, (2) agricultural business and management, (3) adult and young farmer education, (4) curriculum, (5) guidance and leadership, (6) plant, animal, and soil science, (7) public relations, and (8) potpourri of teaching aids. (SL)

VT 000 876 ED 016 033
Hayes, Robert B.
Immediate Learning Reinforcement in a Complex Mental-Motor Skill (Driver Training) Using Motion Pictures, Phase II.

Harrisburg School District, Pa. OEG-7-48-0000-251 56
EDRS PRICE MF-$0.25 HC-$1.95
BR-5-0715

Pub Date - 65 37p.

*DRIVER EDUCATION; *SIMULATED ENVIRONMENT; SIMULATORS; TESTS; *EXPERIMENTAL TEACHING; *COMPARATIVE ANALYSIS; SOUND FILMS; TIME FACTORS (LEARNING); HIGH SCHOOLS; *TEACHING METHODS
HARRISBURG; PENNSYLVANIA

The study attempted to determine (1) whether the driving skills, attitudes, and knowledge of students taught by a movie-simulator centered course differed significantly from those of students taught by dual-control car centered course supplemented by the simulator films without the use of the simulator, and (2) whether instructional time in the simulator could be reduced from 9 to 6 or 3 hours without decreasing learning effectiveness. The study involved 465 students in two high schools using four different treatments: a conventional training program, a 9-hour simulator centered program, a 6-hour and a 3-hour simulator program. Ten-day concentrated courses were apparently more effective and efficient than courses spread over approximately 4 weeks. Generally the 6- and 3-hour simulator course students made fewer errors in practice driving than did the 9-hour simulator and non-simulator students, and the 3-hour simulator course resulted in fewer practice driving errors than the 6-hour course though not to a significant degree. The significance was in the practical area of less expense for the shorter training time. Apparently, the first four instructional films were the most effective since they were used during the first 3 simulator hours. The use of simulator movies in the regular classroom without the other simulator equipment seemed to be of value. Girls seemed to have had a better chance of passing the operator's license test the first time if they had simulator training. Film content, quizzes, the Harrisburg driver education test, the modified Neyhart Road Test Check List, and tabular data relative to the effectiveness of the simulator to differentiate between good and poor students are included. The first phase of the study is described in ED 003 231. (EM)

VT 001 205
Hosey, Gladys Vadney
Suggestions for Developing a Comprehensive Awards Program for the Business Department.

New York State Education Dept., Albany. Bureau of Business and Distributive Education
MF AVAILABLE IN VT-ERIC SET.
Publications Distribution Unit, State Education Department, Room 169, Education Building, Albany, New York 12224 ($.25).
Pub Date - 64 36p.

*PROGRAM DEVELOPMENT; *BUSINESS EDUCATION; *REWARDS; *STUDENT MOTIVATION; HIGH SCHOOLS; *ACHIEVEMENT; BUSINESS SKILLS; STANDARDS

A student may be motivated and stimulated by external objects or situations which give him recognition or status among his peers. One such object is a certificate for proficiency or achievement to provide recognition for a job well done or for evidence of definite improvement. An effective awards program must be based on definite goals for each subject, and these must relate to desirable student characteristics. This brochure describes many characteristics which might be incorporated into a comprehensive awards program. Definite certificate goals are identified for shorthand, office and clerical skills, bookkeeping, record keeping, business arithmetic, social-business subjects, and cooperative work experience. Recognition is provided for accuracy, speed, and office citizenship. Suggested proficiency standards are included for (1) typewriting, (2) dictation and transcription, (3) filing activities, (4) record-keeping, and (5) adding, calculating, and bookkeeping machine activities. The appendix includes a listing of commercial and professional contests and achievement awards. (PS)

VT 001 341 ED 018 566
Kantasewi, Niphon; McClay, David R.
Experiments in the Use of Programed Materials in Teaching an Elementary College Course in the Biological Sciences. Teacher Education Research Series, Volume 5, Number 1.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education
EDRS PRICE MF-$0.25 HC-$1.30
TER-5-No-1
Pub Date - 64 24p.

*BIOLOGICAL SCIENCES; *PROGRAMED INSTRUCTION; *COLLEGE STUDENTS; GROUP DISCUSSION; LECTURE; EDUCATIONAL EXPERIMENTS; *COMPARATIVE ANALYSIS; TEST SCORES; *TEACHING METHODS; PROBLEM SOLVING; *COLLEGE INSTRUCTION

The purposes of the study were to compare (1) conventional lecture, program-discussion, and program-problem methods of instruction, (2) student performance with and without confidence in programed instruction, and (3) achievement on the basis of test scores on the first one-third of the conventional course. Two experiments were conducted in introductory college bacteriology with a total of 235 students during 2 terms. In each term, students were divided into three treatment groups according to method of instruction: (1) conventional, (2) program only (first term), and program-problems (second term), and (3) program-discussion. Findings wee based on results of three tests given to each group. Analysis of covariance revealed no significant differences in performance among treatment groups. There was greater variability of scores within program groups than within conventional groups. High achievement students learned by programed instruction as well as students of low achievment. In the second term, students who expressed no confidence in the program method did significantly better on tests than those who had confidence. No significant differences existed during the first term between the confidence and no condidence groups. It was concluded that programed materials were as effective as conventional lectures in teaching an introductory course in biological sciences to college students. The complete report is VT 004 543. (JM)

VT 002 344 ED 022 846
McMillion, Martin B.; Phipps, Lloyd J.
Semantic Differential Analysis of Teacher and Youth Communication in Vocational Agriculture.

Illinois Univ., Urbana. Div. of Agricultural Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.10 OEG-6-85-086 08
BR-5-1215
Pub Date - 64 20p.

*VOCATIONAL AGRICULTURE; *VOCATIONAL AGRICULTURE TEACHERS; HIGH SCHOOLS; *HIGH SCHOOL STUDENTS; CLASSROOM COMMUNICATION; STATE SURVEYS; COMPARATIVE ANALYSIS; *VOCABULARY; *SEMANTICS; SOCIOECONOMIC BACKGROUND
ILLINOIS

A sample of 240 vocational agriculture students enrolled in 21 Illinois high schools and their teachers participated in a study to determine whether different groups of students placed different connotative meanings on certain words and phrases important to vocational agriculture. The students, in four grade levels, were classified into three socioeconomic groups by sue of the Sims SCI (Social Class Inventory) Occupational Rating Scale. Teachers and students indicated on a semantic differential instrument the connotative meaning of 11 words and phrases: learning by doing, leadership, cooperation, Future Farmers of America, farming, vocational agriculture, agricultural mechanics instruction, supervised farming programs, nonfarm agricultural occupations, on-farm instruction, and teacher of agriculture. Comparisons of results were made between student groups by grade and socioeconomic stratification and between student and teacher groups. Some findings were (1) A different connotative meaning was placed on words "leadership" and "cooperation" by groups classified by socioeconomic level, (2) Students not residing on farms felt that "agricultural mechanics instruction" was more important than did farm resident students, (3) Teachers were more in agreement with junior and senior students concerning meanings than with freshmen and sophomores, and (4) All pupil groups agreed with the teacher group on the meaning of "cooperation" and "Future Farmers of America". The complete report is available as ED 010 181. (WB)

VT 002 914 ED 017 671
Bushnell, David S.
Technological Change and the Journeyman Electrician, An Experimental Study In Continuing Education. Volume I.

Stanford Research Inst., Menlo Park, Calif.
EDRS PRICE MF-$0.75 HC-$6.65
Pub Date - Mar63 131p.

*ADULT VOCATIONAL EDUCATION; TRADE AND INDUSTRIAL EDUCATION; JOB TRAINING; *TEACHING METHODS; *TEACHING MACHINES; TEACHER ROLE; *ELECTRICIANS; EDUCATIONAL NEEDS; INDIVIDUAL CHARACTERISTICS; SURVEYS; EMPLOYEE ATTITUDES; STUDENT MOTIVATION; EXPERIMENTAL GROUPS; CONTROL GROUPS; ELECTRONICS;COMPARATIVE ANALYSIS; PROGRAM DEVELOPMENT; CURRICULUM GUIDES; *EDUCATIONAL EXPERIMENTS
SAN MATEO COUNTY; CALIFORNIA

The objective of this study was to identify those factors which facilitate or hinder the effective training of journeyman electricians and to evaluate the effectiveness of new teaching aids in training them, in holding their interest in voluntary training programs, and in leading them to enroll in future training courses. All journeyman electricians who were members of Local 617, International Brotherhood of Electrical Workers, in San Mateo County, California, were surveyed by mailed questionnaires to determine their attitudes toward training and their training needs. The experimental design consisted of teaching the course "Introduction to Industrial Electronics" to a group of 96 journeymen inside wiremen by three modes of instruction. The instructional modes were (1) self-paced individualized instruction using a branching type electrically operated teaching machine with a highly qualified journeyman electrician who had no previous teaching experience as a monitor, (2) self-paced indivdualized instruction with an opportunity to discuss previous material and outside readings with an experienced instructor, and (3) the conventional classroom arrangement. Each mode was made up of two classes which met for 3 hours once a week for 9 weeks. The modes were designed to follow the same sequence of instructional information to contrast instructional procedures, not content. Pre- and post-achievement tests were used to measure the degree of learning. Some conclusions based on data analysis were (1) Auto-instruction worked as well as conventional instruction, (2) Auto-instruction with live instruction yielded higher students satisfaction, and (3) The unique problems of adult education require instructors familiar with and capable of teaching adults. "Technological Change and the Journeyman Electrician--An Experimental Study in Continuing Education, Volume II," (VT 002 912) presents instructional methods used in the project. (HC)

VT 003 414
Accredited Correspondence Education, An Answer to Training Needs of Business. Washington Report, Special Supplement, Nov. 30, 1962.

Chamber of Commerce of the United States, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 30Nov62 4p.

*CORRESPONDENCE STUDY; *ADULT VOCATIONAL EDUCATION; *PROGRAM DESCRIPTIONS; EDUCATIONAL BENEFITS

Correspondence training has been overlooked by many employers although 7,000 businesses and 10 million people have used corespondence study. Some advantages of correspondence education are that it permits students to study subjects at numerous educational levels, students can complete instruction in short time or over an extended period, it meets the diversified interests and needs of people who have unlike backgrounds and differing abilities, it can be the most economical way of training workers, no time is lost from the work day, and courses can be specific, concentrated, and applied immediately to work. Although learning without a teacher's presence and lack of classroom stimulation may be limitations, they are minor when compared to no training at all. Over 800,000 persons are enrolled in 56 accredited schools, and an estimated 700,000 are enrolled in nonaccredited schools. A cooperative training plan can be developed whereby the employee pays the original tuition, and the company refunds part of all of the costs on completion of the training. The United State Chamber of Commerce has compiled a list of accredited schools with over 400 course offerings. Documents treating other business training and retraining programs are available as VT 003 415-VT 003 427. (MM)

VT 003 415
Apprenticeship, An Answer to Training Needs of Business. Washington Report, Special Supplement; Feb. 8, 1963.

Chamber of Commerce of the United States, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 8Feb63 4p.

*APPRENTICESHIPS; ADULT VOCATIONAL EDUCATION; *EDUCATIONAL BENEFITS

Apprenticeship is a method of learning a skill through a predetermined schedule or training outline which consists of not less than 4,000 hours of on-the-job training and related theoretical instruction. Apprenticeship is not limited to any single business or industry. Manufacturing, construction, utilities, and trade and service have trained apprentices for years. Expansion in apprentice employing industries during 1960-1970 has been projected as (1) construction, 30 percent, (2) trade and services, 25 percent, (3) manufacturing, 15 percent, (4) transportation, utilities, and mining, 5 percent. There are 8.5 million skilled workers in all industries. Fewer than 60,000 apprentices completed their programs in 1960-61. Planned training pays dividends to the employer in terms of assured skilled workers, lower production costs, satisfied customers, reduced labor turnover, reduced supervison, and a source of supervisory personnel. A study of apprentices 6 years after completing the program showed that more than one-fourth had advanced to supervisory positions, and 93 percent had used the skills they learned. The U.S. Department of Labor, Bureau of Apprenticeship and Training provides consultant services to employers on request. Addresses of regional bureaus are included. Documents treating other business training and retraining programs are available as VT 003 414-VT 003 427. (MM)

VT 003 544 ED 018 630
West, Leonard J.
Implications of Research for Teaching Typewriting. Delta Pi Epsilon Research Bulletin 2.

EDRS PRICE MF-$0.25 HC-$2.10
Delta Pi Epsilon, Gustavus Adolphus College, St. Peter, Minnesota 56082 ($.50).
Pub Date - 62 40p.

*TYPEWRITING; *BUSINESS EDUCATION; *TEACHING METHODS; *EDUCATIONAL RESEARCH; TEACHING PROCEDURES; TEACHING TECHNIQUES; LEARNING PROCESSES

Interpretations and recommendations believed to be soundly supported by research, are presented in this nontechnical report. The material should be especially useful in methods courses and should be a valuable reference for teachers of typewriting. Students should not practice on isolated letter sequences or on a limited vocabulary. With respect to materials, practice should be extensive rather than intensive. Teacher pacing of the stroking allows the learner to get set for and to organize his motions. This is helpful when used sparingly and only during the earliest stages of learning. The basic strategy for learning the keyboard is to select for first presentation a group of letters that permits the immediate use of regular word and sentence copy. Early emphasis on speed is superior, both in the short and in the long run, to early emphasis on accuracy of typescript. The materials for speed practice should always consist of regular language copy and not of specially contrived drill materials. Speed practice materials should be marked so that each person is aiming at a goal only slightly (two to five words) above his ordinary rate. Job-type activities should be started by the middle of the first semester and comprise most of the content in the second semester in a 1-year course, at least 80 percent in the third semester, and more than 90 percent in the fourth semester in a 2-year course. Suggestions for evaluation are included. (PS)

VT 004 008 ED 022 860
Norton, Robert Ellsworth
Using Programmed Instruction with and without Self-Instructional Practice to Teach Psychomotor Skills. Final Report.

Cornell Univ., Ithaca, N.Y.
New York State Education Dept., Albany. Bureau of Occupational Educational Research
EDRS PRICE MF-$0.50 HC-$3.85
Pub Date - Jun67 75p.

*PSYCHOMOTOR SKILLS; *PROGRAMED INSTRUCTION; COGNITIVE PROCESSES; STATISTICAL ANALYSIS; READING ABILITY; *LEARNING PROCESSES; CONTROL GROUPS; *AUTOINSTRUCTIONAL AIDS; EDUCATIONAL EXPERIMENTS; HIGH SCHOOLS; COMPARATIVE ANALYSIS; EXPERIMENTAL GROUPS; *VOCATIONAL AGRICULTURE
NEW YORK

The purpose of the study was to experimentally test the theory that programed instruction can satisfactorily teach psychomotor tasks which primarily require the learning of cognitive knowledge in order to properly utilize motor skills already possessed. A programed unit on regrinding drills was selected, and a dexterity test and self-instructional materials were developed. A cluster sample of 146 ninth, 10th, and 11th grade vocational agriculture students, selected from 21 New York schools, was tested on reading ability and dexterity, assigned to arbitrary levels based on scores, paired according to skill levels, and randomly assigned to experimental and control treatment groups. The control group had only programed instruction and the experimental group had both programed instruction and self-instructional practice. Both groups were given a performance test, and the control group was given a performance retest. Analysis of covariance procedures were used to analyze the data. The data failed to support the theory. Self-instructional practice used to supplement the programed materials did not produce significant benefit over use of the program alone. Findings clearly indicated a significant relationship between student dexterity and ability to learn psychomotor skills effectively through use of programed materials. A bibliography is included. This Ph.D. thesis was submitted to Cornell University. (JM)

VT 004 236 MP 000 346
Ramirez, Albert, And Others
The Use of Simulated Experiences in Teaching Community Dentistry.

EDRS PRICE MF-$0.25 HC-$1.10
Pub Date - 2Aug67 20p.

*DENTISTRY; *STUDENT ATTITUDES; DENTAL SCHOOLS; *PROFESSIONAL EDUCATION; SOCIAL ATTITUDES; *SIMULATION; *TEACHING METHODS; FILMS; COMPARATIVE ANALYSIS; CONTROL GROUPS; EXPERIMENTAL GROUPS; COMMUNITY RESPONSIBILITY

One of the objectives of the Department of Community Dentistry at the University of Alabama School of Dentistry was to produce a more socially responsible dental student. In a study to determine how the array of attitudes involved in social sensitivity can be "taught" to the student, the junior class, consisting of 40 dental students, received two 1-hour lectures on flouridation. The class was then randomly divided into Group I (18 students) exposed to a simulated experience on film, and Group II (22 students) exposed to the same experience but without the film. Both groups were asked to put themselves into the role of the local dentist answering questions from a Parent Teacher Association group concerning the flouridation issue. The students in

Group I (film) were more positive toward the flouridation of city water and were more favorable toward the idea of promoting flouridation than were the students in Group II (nonfilm), thus indicating that the filmed simulation experience was more effective in producing attitude modification. (PS)

VT 004 543   ED 020 335
Kantasewi, Niphon
Experiments in the Use of Programed Materials in Teaching an Introductory Course in the Biological Sciences at the College Level.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (64-10,785, microfilm $2.75, xeroxed copy $8.60).
Pub Date -   64 176p.

PROGRAMED INSTRUCTION; *TEACHING METHODS; *COMPARATIVE ANALYSIS; LECTURE; COLLEGE STUDENTS; PROGRAMED TEXTS; *BIOLOGICAL SCIENCES; POST TESTING; PRETESTING; *COLLEGE INSTRUCTION; MULTIMEDIA INSTRUCTION; KNOWLEDGE LEVEL

The purpose of the study was to compare the effectiveness of (1) lecture presentations, (2) linear program use in class with and without discussion, and (3) linear programs used outside of class with inclass problems or discussion. The 126 college students enrolled in a bacteriology course were randomly assigned to three groups. In a succeeding college term 109 students were also randomly assigned to three groups. All students had access to textbooks and attended weekly laboratory sessions. The 807-frame linear program was written from the lecture material of the instructor and included sections on (1) antibiotics, (2) microbiology of water, milk, soil, and sewage, and (3) industrial microbiology of milk products and food spoilage. Pre-test scores on the first one-third of the course were used as an adjusted variable in covariance analysis of scores on post-test scores. The results in both terms corroborated the finding that linear programed materials were as effective as lectures. Students who expressed prior confidence in programed materials did not make higher scores. Programed materials were equally effective under each control. This Ph.D. thesis was submitted to The Pennsylvania State University. This study was summarized in VT 001 341. (JM)

VT 004 551   ED 018 653
Rogers, Charles H.
Factors Associated with Supervising Teacher Effectiveness.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-5843, microfilm $2.75, xeroxed $9.25).
Pub Date -   64 188p.

*TEACHER CHARACTERISTICS; *VOCATIONAL AGRICULTURE TEACHERS; AGRICULTURAL EDUCATION; *TEACHER SUPERVISION; TEACHER EDUCATION; *EFFECTIVE TEACHING; SURVEYS; COMPARATIVE ANALYSIS

This study was designed to identify certain personal and professional characteristics of supervising teachers which influenced the performance of their role and to determine the influence of various kinds and amounts of professional training on the performance of the supervising teachers. A scale developed with the aid of a jury of outstanding agricultural teacher educators evaluated the performance of supervising teachers who served in the North Atlantic and Southern Regions during the 1962-63 academic year. The most effective one-third and the least effective one-third of the supervising teachers were used as two study groups in the investigation. The data from 195 mailed questionnaires were analyzed using the T-test and the chi-square test. No differences were found between the two groups of supervising teachers regarding previous occupational experience in education, number of years of vocational agriculture teaching experience, number of years the teacher had taught at his present location, kind and amount of undergraduate and graduate professional training, and participation in supervising teacher workshops and professional and technical workshops and conferences, and the amount of special college training in student teaching supervision. The findings of this study corroborated the conclusions of earlier research which indicated that supervising teacher performance was influenced by previous experience as a supervising teacher, academic degree held, reading of professional literature, and participation in professional and local community organizations. This Ed.D. thesis was submitted to Cornell University. (WB)

VT 004 609   ED 021 056
Hastings, Geralding, And Others
Techniques for Effective Teaching.

National Education Association, Washington, D.C. Dept. of Home Economics
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
National Education Association, Department of Home Economics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($.75).
Pub Date -   66 41p.

*TEACHING TECHNIQUES; *INSTRUCTIONAL MEDIA; LEARNING EXPERIENCE; *EFFECTIVE TEACHING; DISCUSSION (TEACHING TECHNIQUE); DRAMA; AUDIOVISUAL AIDS

A compendium of workable and reasonable techniques to provide teachers with alternatives in selecting learning experiences is presented. Materials are designed to aid teachers and learners in all subject matter areas. Teaching techniques described are (1) the case study, (2) discussions such as symposium, colloquium, buzz sessions, and brainstorming, (3) dramatized experiences--sociodrama and pantomines, (4) outside the classroom experiences such as field trips and interviewing, (5) individual study such as programed learning, (6) showing-telling-trying out, (7) fun-imagination-creativity which includes games and jingle writing, and (8) projection techniques. Each technique includes the information--what it is, when and how to use it, and advantages and disadvantages. Additional information sources and a bibliography are included. (FP)

VT 004 676   ED 022 084
Bjorkquist, David Carl
Discrimination Transfer from Scale Models and Pictorial Drawings in Learning Orthographic Projection.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-1652, microfilm, $3.00, xeroxed copy $9.45).
Pub Date -   Jul65 209p.

*INDUSTRIAL ARTS; *GRADE 6; DRAFTING; ORTHOGONAL PROJECTION; *LEARNING ACTIVITIES; DOCTORAL THESES; *TRANSFER OF TRAINING MODELS; PICTORIAL STIMULI; EXPERIMENTAL GROUPS; CONTROL GROUPS; PROJECTION EQUIPMENT; COMPARATIVE ANALYSIS

The purpose of this study was to determine the relative effectiveness of pictorial drawings and scale models in teaching principles of orthographic projection. A sample of 60 students were randomly selected from a population of sixth grade boys in four Minneapolis public schools. They were divided into three IQ levels and assigned to four groups: (1) scale model group, (2) pictorial drawing group, (3) no aid group, and (4) control group. An orthographic projection test was developed and pilot tested on naive seventh graders. A rear screen slide projection apparatus was developed to present problems in a "learning task" and in a "transfer task." Data collected involved the number of responses and statements of reasons for choice selection. Analaysis of variance techniques were used for the analysis. Findings included: (1) The pictorial drawing group performed significantly better than the other three groups on the "transfer task," (2) There was no difference between ability levels on the "transfer task," (3) Learning efficiency was significantly better for the higher ability level over the low ability level, and (4) There was no significant difference in learning efficiency between scale model and pictorial drawing groups. This thesis was submitted to Minnesota University. (EM)

VT 004 729 ED 020 371
Quimby, Milford E.
Effectiveness of the Budgetary Analysis Approach of Teaching Farm Management to Vocational Agriculture Students in the Secondary Schools of Northeastern Oklahoma.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-4062, $3.00 microfilm, $5.00 xeroxed).
Pub Date - 65 91p.

*VOCATIONAL AGRICULTURE; *FARM MANAGEMENT; *TEACHING METHODS; *HIGH SCHOOL STUDENTS; *COMPARATIVE ANALYSIS; GRADE 11; GRADE 12; CONTROL GROUPS; EXPERIMENTAL GROUPS; BUDGETING; SUPERVISED FARM PRACTICE
OKLAHOMA

Junior and senior high school vocational agriculture students in 32 randomly selected schools were assigned to experimental and control categories to test whether the budgetary analysis approach of teaching farm management was more effective than the traditional approach. The control group was taught by the "within-enterprise" technique in which the student studied farm management solely as it applied to each specific enterprise, while the experimental group was taught by the budgetary analysis approach. Mean gain scores for students in the experimental group were significantly greater, substantiating the effectiveness of the budgetary analysis approach. The theory of increased motivation through contest participation or the amount of money invested in supervised farming programs were not substantiated. Neither was significantly related to achievement in farm management training. Results indicated that students taught by the budgetary analysis approach who participate in the farm management contest will likely have more invested in their total supervised farm training program. This Ed.D. thesis was submitted to Oklahoma State University. (JM)

VT 004 812 ED 022 018
Sullivan, Dorothy D.; Cardozier, V.R.
Integrating Reading Instruction into Vocational Agriculture Classes. Miscellaneous Publication 586. Contribution Number 3813.

Maryland Agricultural Experiment Station, College Park
EDRS PRICE MF-$0.25 HC-$1.05
Pub Date - Sep66 19p.

*VOCATIONAL AGRICULTURE; *HIGH SCHOOL STUDENTS; *READING ABILITY; *ACADEMIC ACHIEVEMENT; *READING IMPROVEMENT; CONTROL GROUPS; EXPERIMENTAL GROUPS; COMPARATIVE ANALYSIS
MARYLAND

An experiment was conducted to determine whether special reading instruction integrated with agricultural instruction would result in improved reading ability and increased achievement in subject matter. Random assignment was made of vocational agriculture classes in 12 Maryland schools to experimental and control groups. Units on soil sampling and agricultural cooperatives were prepared and supplied to teachers in all groups. In addition, the experimental group teachers followed suggestions for improving reading ability as set forth in a written guide. The "Diagnostic Reading Tests, Survey Section," "Kuhlman-Anderson Intelligence Test, 7th Edition," and "Sequential Tests of Educational Progress" were used in pre- and post-testing. Reading abilities of students in the study were below national norms. Statistical treatment of data showed no differences between experimental and control groups in performance on reading, social studies, and science standardized tests, when scores were adjusted for I.Q. and pre-test scores. Subjective responses of teachers suggested that the reading guide might have merit, if revised. It was concluded that the length of the experiment was inadequate and standardized tests in agricultural subject matter was a serious limitation to interpretation of results. (JM)

VT 005 591 ED 023 830
Starbuck, Ethel
An Investigation to Determine if Higher Speeds are Obtained with the Diamond Jubilee Gregg Shorthand Method.

Colorado State Dept. of Education, Denver
EDRS PRICE MF-$0.25 HC-$0.50
Pub Date - 65 8p.

*STENOGRAPHY; COMPARATIVE ANALYSIS; *HIGH SCHOOL STUDENTS; *ACHIEVEMENT RATING; *BUSINESS EDUCATION; CONTROL GROUPS; EXPERIMENTAL GROUPS; *TEACHING METHODS

The purpose of the study was to determine whether higher shorthand speeds were achieved by high school students in a 1-year shorthand course through the use of Simplified Gregg Shorthand or through the use of Diamond Jubilee (DJ) Gregg Shorthand. The control group consisted of 75 students enrolled in Simplified Shorthand during the years 1957-63, and the experimental group consisted of 45 students enrolled in DJ Shorthand during the years 1963-64 and 1964-65. A statistical test of differences in I.Q., freshman and sophomore grade averages, and freshman and sophomore English grade averages indicated that the Simplified Shorthand group was a significantly (.05 level) more capable group than the DJ group in the three areas measured. Gregg Awards Tests (60 words a minute for 5 minutes) were administered to each group each month from January through May. The percentage of students who qualified with an accuracy of 95 percent or better was determined. The DJ group showed a higher cumulative percentage of achievement throughout the entire testing period. However, the difference was significant at the .05 level for the month of March only. It was concluded that an inferior group using DJ shorthand will perform as well as a superior group using Simplified shorthand. (PS)

OTHER
RESOURCES
SECTION

VT 002 336 ED 019 438
Brooking, Walter J.
Scientific and Technical Societies Pertinent to the Education of Technicians. Technical Education Program Series No. 7.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS. OE-80037
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280:80037, $.35).
Pub Date - 65 54p.

*TECHNICAL EDUCATION; *PROFESSIONAL ASSOCIATIONS; HISTORY; TEACHER PARTICIPATION; *DIRECTORIES; PUBLICATIONS; *TECHNOLOGY; *SCIENCES

This listing of selected national scientific and technical societies was published to assist federal, state, and local school administrators, supervisors, department heads, teachers, librarians, and guidance personnel to understand better the services of such societies and to provide an easily accessible and scientific guide to them. Chapter headings are: (1) Scientific and Technical Societies, (2) Importance of Society Membership to Instructors, (3) School Administrators and Technical Societies, and (4) Selected Scientific and Technical Societies. The latter covers the following technologies: (1) Aeronautical and aerospace, (2) Agricultural, (3) Architectural and Building Construction, (4) Chemical, (5) Civil, (6) Electrical and Electronic, (7) Fire Protection, (8) Fisheries and Oceanography, (9) Forestry and Forest Products, (10) Health Related, (11) Instrumentation, (12) Mechanical, (13) Metallurgical, (14) Printing and Graphic Arts, (15) Sanitation and Environmental Control, and (16) Scientific Data Processing. A brief history, purpose, membership total, and publications are given for each of the 275 societies listed. (EM)

VT 004 280 ED 019 474
Summaries of Studies in Agricultural Education, An Annotated Bibliography of Studies in Agricultural Education with Classified Subject Index. Supplement No. 15, Vocational Division Bulletin No. 300, Agricultural Series No. 78.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.90 OE-81002-61
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.25).
Pub Date - 62 56p.

*EDUCATIONAL RESEARCH; *AGRICULTURAL EDUCATION; *DOCTORAL THESES; *MASTERS THESES; *ANNOTATED BIBLIOGRAPHIES

The 100 studies summarized in this supplement brings to 3,104 the studies reported in this series since 1935. The 18 doctoral dissertations, 18 staff studies, and 64 masters' studies each containing a brief description of purpose, method, and findings, are arranged alphabetically by author and are indexed by number under (1) administration, (2) adult farmer classes, (3) advisory councils, (4) course of study and curriculum, (5) farm shop and farm mechanics, (6) followup of graduates, (7) foreign schools and programs, (8) Future Farmers of America, (9) guidance and orientation, (10) history, philosophy and objectives, (11) measurement and evaluation, (12) multiple-teacher departments, (13) placement and establishment, (14) procedures and materials in teaching, (15) public relations, (16) safety practices, (17) supervised farming, (18) teacher education, (19) teaching facilities, (20) teaching materials, and (21) young farmer instruction. (JM)

VT 004 818 ED 023 816
Marshall, William H., Ed.
Family Relations and Child Development. Home Economics Research Abstracts, 1966, No. 6.

American Home Economics Association, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.80
American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009 ($1.50).
Pub Date - 67 94p.

*ABSTRACTS; *HOME ECONOMICS EDUCATION; *EDUCATIONAL RESEARCH; DOCTORAL THESES; MASTERS THESES; *CHILD DEVELOPMENT; *FAMILY RELATIONSHIP

Abstracts are presented for 140 master's theses and doctoral dissertations in the area of family relations and child development completed in 1966 at 32 institutions. They are grouped according to the age of the subjects used in the investigations. Child development studies are classified as infant and young child, elementary school age, adolescent, and miscellaneous; family relations studies are classified as adolescent, adults, the aged, family and parent-child interaction, and program development. An author index is included. (FP)

VT 005 122 ED 022 889
Courtney, E. Wayne, Comp.; Heineke, William F., Comp.
Graduate Studies in Education. Volume 1, Number 3.

Stout State Univ., Menomonie, Wis.
EDRS PRICE MF-$0.50 HC-$6.05
Pub Date - 66 119p.

*ABSTRACTS; *VOCATIONAL EDUCATION; *INDUSTRIAL EDUCATION; HOME ECONOMICS; *OCCUPATIONAL GUIDANCE; ADMINISTRATION; CURRICULUM; EVALUATION; MASTERS THESES

As one part of a volume of abstracts of studies of the last decade primarily in the vocational and technical field, this report includes 213 abstracts in the categories of administration, curriculum, and evaluation. Abstracts in administration treat building programs, certification and qualification requirements, cooperative programs, cost accounting systems, educational costs, financing and trends in adult education, foreign student achievement, graphic report formats, guidelines for administration, historical reports, length of school years, maintenance of equipment, orientation of beginning teachers, policy manuals and handbooks, public relations guidelines, school district expansion, student office aid program, trends, and upgrading teachers. Abstracts in curriculum treat areas of instruction, apprenticeship programs, community surveys, curriculum needs and goals, development and selection of instructional materials, future homemakers of America activities, guides for instruction, industrial arts clubs, problem-solving activities, program advertising, program development, programed instruction, proposed curricula and programs, and resource units for specific subject areas. Abstracts in evaluation treat project and program evaluation, evaluation improvement, a tabulated job sheet for grading, rating scales, and pupil-teacher sheets. Other parts of the volume are available as VT 005 123 and VT 005 124. (JK)

VT 005 123 ED 022 890
Heineke, William F., Comp.; Courtney, E. Wayne, Comp.
Graduate Studies in Education. Volume I, Number 4.

Stout State Univ., Menomonie, Wis.
EDRS PRICE MF-$0.50 HC-$5.60
Pub Date - 66 110p.

*ABSTRACTS; *VOCATIONAL EDUCATION; *INDUSTRIAL EDUCATION; HOME ECONOMICS; *OCCUPATIONAL GUIDANCE; *AUDIOVISUAL INSTRUCTION; GUIDANCE COUNSELING; TEACHING; *MASTERS THESES

As one part of a volume of abstracts of studies of the last decade primarily in the vocational and technical field, this report includes 194 abstracts in the categories of guidance and instruction. Abstracts in guidance treat anecdotal and autobiographical data, career days, case studies, counselors' self-concept, dropouts, duration of counseling, followup studies, guidance programs and services, guidance techniques, homeroom classes for guidance, individualized reading programs, inservice training, juvenile delinquency, occupational information and opportunities, problem checklist, roles of guidance, selection of success factors, student record forms, student orientation, and worker characteristics. The abstracts in instruction treat audio-visual materials and services, classroom illumination, equipment and facility needs, guides for developing school programs, inservice education, methods of instruction, modified retention programs, nongraded schools, ersonnel organization plan, production control systems, project selection, safety programs, school attendance, student selection, shop demonstration, teaching aids and guides, teaching loads, textbook selection, and use of displays. Other parts of the volume are available as VT 005 122 and VT 005 124. (JK)

VT 005 124 ED 022 891
Courtney, E. Wayne, Comp.; Heineke, William F., Comp.
Graduate Studies in Education. Volume 1, Number 5.

Stout State Univ., Menomonie, Wis.
EDRS PRICE MF-$0.50 HC-$4.75
Pub Date - 66 93p.

*ABSTRACTS; *VOCATIONAL EDUCATION; *INDUSTRIAL EDUCATION; *MASTERS THESES; *OCCUPATIONAL GUIDANCE; HOME ECONOMICS; *AUDIOVISUAL INSTRUCTION; EDUCATIONAL PHILOSOPHY; EDUCATIONAL PSYCHOLOGY; TECHNICAL EDUCATION; SUPERVISION; SOCIOLOGY; STATISTICAL ANALYSIS

As one part of a volume of abstracts of studies of the last decade primarily in the vocational and technical field, this report includes 139 abstracts in the categories of philosophy, psychology, sociology, statistics, supervision, and technical education. The abstracts in philosophy treat the development of trade and industrial education, objectives and purposes of personnel organization, and philosophical program presentations. Abstracts in psychology treat acceleration programs, achievement, adolescent psycho-social characteristics, attitudes, creativity, developmental needs, enrichment, Freudian principles, gifted students, mental retardation and illness, motivation, personality, principles of learning, private psychiatry, slow learners, special education, and vocational rehabilitation. Abstracts in sociology treat drinking problems, family, religious problems, and strikes. Abstracts in statistics involve chi-square, discrimination indices, item analyses, regression coefficients, and validity coefficients. Abstracts in supervision treat evaluation of shop layouts, methods of improving interstaff communications, qualifications of cooperative teachers, shop inventories, shop management procedures and records, supervisor's handbook, and supervisory methods and guides. The majority of abstracts in the technical category report studies in specific technical proficiencies. Other parts of the volume are available as VT 005 122 and VT 005 123. (JK)

VT 005 188 ED 022 893
Courtney, E. Wayne, Comp.
Graduate Studies in Education, Volume 2, Number 1.

Stout State Univ., Menomonie, Wis.
EDRS PRICE MF-$0.50 HC-$5.10
Pub Date - 67 100p.

*ABSTRACTS; TEACHING; EDUCATIONAL SOCIOLOGY; TECHNICAL EDUCATION; CURRICULUM; GUIDANCE; EDUCATIONAL ADMINISTRATION; *VOCATIONAL EDUCATION; INDUSTRIAL ARTS; *MASTERS THESES; EDUCATIONAL PSYCHOLOGY; STATISTICAL ANALYSIS

Abstracts of 130 studies during the 1965-66 school year are arranged alphabetically by author within nine categories. Many of these are in the area of vocational education. Abstracts in administration treat coordination, cumulative records, inservice, program development, reorganization plans, student services handbook and student teacher handbook. Abstracts in curriculum treat course revisions, curriculum guides, management concepts in teaching, materials selection, occupational surveys, problem-solving, program development, programed instruction, proposed programs, and resource units. Abstracts in evaluation treat counselor training and program evaluation. Abstracts in guidance treat career choice, college success, counselor roles, followup, guidance information sources, guidance services, head start, motivation, parental attitudes, personnel service plans, problems for counseling, student activities and characteristics, test prediction, trait analysis, and work-study. Abstracts in instruction treat audiovisual materials, closed circuit television, program coordination, equipment purchase, driver and safety education films, equipment and facility needs, history of the general shop, instructional guides and techniques, numerical control degree rograms, course offerings, project selection, and single concept films. Abstracts in psychology treat achievement, anxiety, attitudes, perception, self concepts, temperamental traits, and therapy. Abstracts in sociology treat nursing homes and success patterns. Abstracts categorized under statistics utilize analysis of variance, chi-square, correlation, and sample error techniques. Technical abstracts relate mainly to specific technical proficiencies. Each abstract presents the purpose of the study, the methods used, and the findings. Subject matter and author indexes are included. (JK)

VT 006 627 ED 022 058
Warmbrod, J. Robert, Comp.
Summaries of Studies in Agricultural Education, Central Region, 1966-67.

Ohio State Univ., Columbus. Dept. of Agricultural Education
EDRS PRICE MF-$0.25 HC-$2.80
Pub Date - Jul68 54p.

*AGRICULTURAL EDUCATION; RESEARCH PROJECTS; *ANNOTATED BIBLIOGRAPHIES; *EDUCATIONAL RESEARCH; *MASTERS THESES; *DOCTORAL THESES
CENTRAL STATES REGION

The purpose, method, and findings are given for each of 55 research studies in agricultural education completed in 1966-67 in the 13 states of the American Vocational Central Region. Also listed are the 66 investigations which were in progress in 1967-68. Summaries are arranged alphabetically by author and are available for loan from university libraries, university departments of agricultural education, or state departments of vocational and technical education. A subject index is provided. (DM)

VT 007 153 ED 023 895
Pratzner, Frank C.; Faurot, Lyle
Summary of Studies Conducted in Minnesota, 1965-67.

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis
EDRS PRICE MF-$0.25 HC-$1.50
Pub Date - Sep68 28p.

*RESEARCH REVIEWS (PUBLICATIONS); *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; EDUCATIONAL PROBLEMS; MANPOWER NEEDS; EDUCATIONAL ADMINISTRATION; CURRICULUM DEVELOPMENT; TEACHING METHODS; VOCATIONAL DEVELOPMENT; STAFF IMPROVEMENT; RESEARCH CRITERIA; RESEARCH UTLIZATION; *RESEARCH NEEDS; PROGRAM EVALUATION MINNESOTA

This report on research studies was compiled in an attempt to analyze, summarize, and disseminate information on the current status of research and development activites in vocational, technical, and practical arts education. In the five-state Upper Midwest Region (Iowa, Minnesota, North Dakota, South Dakota, Wisconsin) a priority list of mutual, current, significant occupational education problem areas was identified. This report summarizes the research in terms of the progress it represents on the research problems outlined in the priority lists. The report also points out desirable future directions which research efforts might profitably pursue in light of past research. The summaries of the research are grouped under the areas of: (1) Philosophical and Social Framework, (2) Manpower Supply and Demand, (3) Curriculum Development, (4) Techniques and Modes of Instruction, (5) Career Development, (6) Organization and Administration, (7) Staffing, and (8) Program Evaluation. Recommendations were: (1) Researchers must become more aware of the broad problem areas, (2) More adequate numbers of researchers are needed and schools should assist by making more time available, and (3) Better dissemination of research results must be done if the research effort is to be coordinated. (MM)

VT 008 099 ED (See Jul '69 RIE)
Abstracts of Research and Related Materials in Vocational and Technical Education, Winter 1968.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.00 HC-$10.65
Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.75).
Pub Date - 68 211p.

*ANNOTATED BIBLIOGRAPHIES; INFORMATION DISSEMINATION; INDEXES (LOCATERS); *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; CLEARINGHOUSES; RESOURCE MATERIALS

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Instructional Materials and Devices, (8) Philosophy and Objectives, (9) Research Design and Research Development, (10) Students and Student Personnel Services, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other Resources. Indexes provide an approach to the abstracts by personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 008 157). (HC)

VT 008 157 ED (See Jul '69 RIE)
Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education. (ARM) Winter 1968.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$34.25 HC NOT AVAILABLE FROM EDRS.
Pub Date - 68 9,568p.

INDEXES (LOCATERS); *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; CLEARINGHOUSES; RESOURCE MATERIALS; *ANNOTATED BIBLIOGRAPHIES; INFORMATION DISSEMINATION

Documents announced with VT numbers only in the Winter 1968 issue (VT 008 099) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM), are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the author index, the vocational and supporting services index, and the subject index from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (BS)

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VT 000 331	ED 017 624
VT 000 340	ED 018 533
VT 000 400	ED 017 625
VT 000 429	ED 018 534
VT 000 461	ED 018 535
VT 000 465	ED 021 949
VT 000 474	ED 018 536
VT 000 519	ED 017 627
VT 000 532	ED 012 582
VT 000 534	ED 018 537
VT 000 546	ED 018 538
VT 000 555	ED 018 539
VT 000 557	ED 018 540
VT 000 561	ED 021 951
VT 000 562	ED 018 541
VT 000 565	ED 018 542
VT 000 586	ED 017 628
VT 000 667	ED 018 543
VT 000 670	ED 018 544
VT 000 672	ED 017 629
VT 000 675	ED 018 545
VT 000 678	ED 017 630
VT 000 681	ED 017 631
VT 000 682	ED 017 632
VT 000 684	ED 018 546
VT 000 685	ED 017 633
VT 000 773	ED 018 547
VT 000 779	ED 016 770
VT 000 808	ED 019 396
VT 000 865	ED 017 634
VT 000 868	ED 013 645
VT 000 871	ED 018 549
VT 000 873	ED 018 550
VT 000 876	ED 016 033
VT 000 895	ED 018 551
VT 000 896	ED 017 636
VT 000 901	ED 017 637
VT 000 910	ED 018 552
VT 000 927	ED 017 638
VT 000 934	ED 017 639
VT 000 936	ED 018 553
VT 000 943	ED 017 640
VT 000 959	ED 018 554
VT 000 973	ED 017 641
VT 000 982	ED 011 091
VT 001 008	ED 017 642
VT 001 030	ED 018 555
VT 001 089	ED 018 556
VT 001 090	ED 018 557
VT 001 125	ED 018 558
VT 001 160	ED 021 954
VT 001 162	ED 016 035
VT 001 188	ED 018 559
VT 001 202	ED 017 644
VT 001 206	ED 018 560

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 001 207	ED 018 561
VT 001 235	ED 017 645
VT 001 244	ED 017 646
VT 001 247	ED 017 647
VT 001 264	ED 016 242
VT 001 274	ED 017 648
VT 001 280	ED 017 649
VT 001 302	ED 020 301
VT 001 305	ED 019 397
VT 001 306	ED 019 398
VT 001 313	ED 017 650
VT 001 331	ED 018 563
VT 001 332	ED 018 564
VT 001 334	ED 018 565
VT 001 341	ED 018 566
VT 001 352	ED 023 785
VT 001 362	ED 018 567
VT 001 364	ED 018 568
VT 001 365	ED 016 044
VT 001 381	ED 016 046
VT 001 386	ED 018 569
VT 001 387	ED 018 570
VT 001 389	ED 020 302
VT 001 391	ED 018 571
VT 001 399	ED 021 957
VT 001 402	ED 018 572
VT 001 410	ED 017 652
VT 001 414	ED 018 573
VT 001 428	ED 016 047
VT 001 437	ED 018 575
VT 001 447	ED 018 576
VT 001 452	ED 018 577
VT 001 453	ED 018 578
VT 001 454	ED 018 579
VT 001 460	ED 018 580
VT 001 471	ED 018 581
VT 001 480	ED 018 582
VT 001 483	ED 018 583
VT 001 484	ED 017 653
VT 001 486	ED 021 959
VT 001 511	ED 018 584
VT 001 516	ED 018 586
VT 001 533	MP 000 107
VT 001 541	ED 018 588
VT 001 551	ED 018 589
VT 001 556	ED 018 591
VT 001 573	ED 018 592
VT 001 588	ED 018 593
VT 001 594	ED 011 353
VT 001 597	ED 018 597
VT 001 598	ED 018 598
VT 001 612	ED 018 599
VT 001 618	ED 018 600
VT 001 629	ED 018 601
VT 001 631	ED 018 602
VT 001 634	ED 018 603
VT 001 655	ED 018 604
VT 001 714	ED 016 053
VT 001 804	ED 019 403
VT 001 811	ED 019 404
VT 001 812	ED 019 405
VT 001 836	ED 019 411
VT 001 840	ED 017 654
VT 001 846	ED 016 056
VT 001 855	ED 019 412

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 001 863	ED 017 655
VT 001 870	ED 019 413
VT 001 892	ED 017 656
VT 001 908	ED 019 416
VT 001 909	ED 019 417
VT 001 913	ED 019 418
VT 001 921	ED 019 419
VT 001 923	ED 019 420
VT 001 924	ED 019 421
VT 001 938	ED 016 781
VT 001 969	ED 019 425
VT 001 990	ED 019 426
VT 002 016	ED 019 427
VT 002 026	ED 016 784
VT 002 105	ED 018 608
VT 002 121	ED 017 658
VT 002 137	ED 018 609
VT 002 142	ED 023 787
VT 002 146	ED 021 966
VT 002 163	ED 016 785
VT 002 168	ED 022 844
VT 002 241	ED 019 433
VT 002 247	ED 019 434
VT 002 266	ED 020 311
VT 002 305	ED 019 435
VT 002 313	ED 019 437
VT 002 336	ED 019 438
VT 002 344	ED 022 846
VT 002 352	ED 016 062
VT 002 353	ED 019 440
VT 002 356	ED 014 554
VT 002 371	ED 016 063
VT 002 385	ED 014 555
VT 002 395	ED 019 442
VT 002 426	ED 023 788
VT 002 442	ED 017 661
VT 002 452	ED 019 447
VT 002 482	ED 022 847
VT 002 489	ED 023 789
VT 002 513	ED 023 791
VT 002 524	ED 023 792
VT 002 525	ED 023 793
VT 002 548	ED 019 454
VT 002 552	ED 021 968
VT 002 572	ED 019 457
VT 002 573	ED 021 040
VT 002 580	ED 019 458
VT 002 621	ED 023 796
VT 002 622	ED 021 970
VT 002 631	ED 019 460
VT 002 655	ED 019 461
VT 002 709	ED 020 317
VT 002 722	ED 015 256
VT 002 801	ED 021 042
VT 002 803	ED 021 043
VT 002 817	ED 018 610
VT 002 821	ED 016 794
VT 002 873	ED 021 045
VT 002 881	ED 016 797
VT 002 885	ED 016 800
VT 002 889	ED 013 538
VT 002 890	ED 021 046
VT 002 895	ED 017 664
VT 002 897	ED 017 665
VT 002 902	ED 020 320

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[1] This index is cumulative for the current and three past issues of ARM.

[2] Any document with an MP number is available from EDRS by using the appropriate MP number.

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VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 002 908	ED 017 667
VT 002 910	ED 017 669
VT 002 912	ED 017 670
VT 002 914	ED 017 671
VT 002 917	ED 017 673
VT 002 941	ED 016 802
VT 002 942	ED 016 068
VT 002 944	ED 016 803
VT 002 954	ED 016 069
VT 002 984	ED 019 464
VT 003 057	ED 017 676
VT 003 201	ED 018 612
VT 003 205	ED 018 613
VT 003 223	ED 018 615
VT 003 232	ED 018 616
VT 003 236	ED 018 617
VT 003 249	ED 017 677
VT 003 251	ED 018 619
VT 003 254	ED 015 261
VT 003 255	ED 012 389
VT 003 260	ED 015 263
VT 003 276	ED 018 620
VT 003 300	ED 016 810
VT 003 307	ED 018 627
VT 003 308	ED 016 074
VT 003 310	ED 023 799
VT 003 315	ED 018 629
VT 003 361	ED 016 076
VT 003 382	ED 019 465
VT 003 395	ED 016 813
VT 003 411	ED 019 466
VT 003 431	ED 014 020
VT 003 499	ED 023 800
VT 003 519	ED 016 817
VT 003 522	ED 016 818
VT 003 543	ED 021 048
VT 003 544	ED 018 630
VT 003 548	ED 021 976
VT 003 555	ED 018 632
VT 003 561	ED 021 049
VT 003 564	ED 018 633
VT 003 580	ED 019 467
VT 003 585	ED 018 635
VT 003 593	ED 017 678
VT 003 612	ED 018 636
VT 003 662	MP 000 200
VT 003 663	MP 000 201
VT 003 666	ED 014 581
VT 003 674	ED 018 638
VT 003 680	ED 014 585
VT 003 682	ED 014 586
VT 003 689	ED 016 823
VT 003 701	ED 013 098
VT 003 702	ED 016 824
VT 003 703	ED 016 025
VT 003 820	ED 014 594
VT 003 822	MP 000 242
VT 003 823	ED 016 828
VT 003 848	ED 015 290
VT 003 854	ED 011 984
VT 003 855	ED 015 293
VT 003 858	MP 000 270
VT 003 867	ED 014 614
VT 003 877	MP 000 286
VT 003 879	MP 000 288

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 003 880	MP 000 289
VT 003 888	ED 018 645
VT 003 889	ED 018 646
VT 003 946	ED 014 616
VT 003 949	ED 015 300
VT 003 950	ED 015 301
VT 003 951	ED 021 051
VT 003 955	ED 021 979
VT 003 959	ED 017 679
VT 003 999	ED 019 470
VT 004 006	ED 016 832
VT 004 008	ED 022 860
VT 004 057	ED 016 835
VT 004 058	MP 000 299
VT 004 060	ED 016 100
VT 004 062	ED 016 101
VT 004 065	ED 016 102
VT 004 079	MP 000 304
VT 004 081	ED 015 305
VT 004 082	ED 015 306
VT 004 083	MP 000 308
VT 004 086	ED 015 308
VT 004 088	ED 015 310
VT 004 089	ED 015 311
VT 004 092	ED 015 314
VT 004 095	ED 012 930
VT 004 099	MP 000 323
VT 004 100	ED 015 320
VT 004 101	ED 015 321
VT 004 102	ED 021 981
VT 004 106	ED 016 103
VT 004 108	ED 021 052
VT 004 111	ED 015 324
VT 004 112	MP 000 329
VT 004 113	ED 016 105
VT 004 114	MP 000 331
VT 004 115	ED 016 106
VT 004 118	ED 021 982
VT 004 152	ED 016 108
VT 004 157	ED 016 840
VT 004 158	ED 016 110
VT 004 159	ED 015 326
VT 004 160	ED 016 111
VT 004 161	MP 000 339
VT 004 177	ED 019 471
VT 004 178	ED 015 042
VT 004 191	ED 020 323
VT 004 193	ED 016 846
VT 004 194	ED 019 472
VT 004 195	ED 019 473
VT 004 200	ED 016 113
VT 004 214	ED 018 648
VT 004 232	ED 023 805
VT 004 234	ED 016 115
VT 004 235	MP 000 345
VT 004 236	MP 000 346
VT 004 237	ED 016 116
VT 004 239	ED 016 118
VT 004 241	ED 016 119
VT 004 245	ED 016 121
VT 004 252	ED 016 124
VT 004 254	ED 016 126
VT 004 255	ED 016 127
VT 004 259	ED 016 849
VT 004 260	ED 016 128

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 004 262	ED 016 130
VT 004 265	MP 000 366
VT 004 271	ED 023 806
VT 004 274	ED 014 309
VT 004 280	ED 019 474
VT 004 295	ED 016 850
VT 004 304	ED 021 988
VT 004 307	ED 019 475
VT 004 309	ED 016 132
VT 004 310	ED 015 327
VT 004 311	ED 016 133
VT 004 312	ED 016 134
VT 004 313	ED 016 135
VT 004 314	ED 015 328
VT 004 315	ED 021 989
VT 004 317	ED 016 136
VT 004 326	ED 015 331
VT 004 327	ED 015 332
VT 004 328	ED 016 139
VT 004 329	ED 015 333
VT 004 330	ED 015 334
VT 004 331	ED 016 140
VT 004 332	ED 016 141
VT 004 333	ED 021 990
VT 004 335	ED 016 851
VT 004 337	ED 021 991
VT 004 365	ED 016 854
VT 004 376	ED 020 326
VT 004 377	ED 016 480
VT 004 378	ED 017 683
VT 004 384	ED 016 143
VT 004 386	ED 017 684
VT 004 395	ED 017 685
VT 004 396	ED 011 709
VT 004 397	ED 016 856
VT 004 402	ED 017 686
VT 004 403	ED 022 000
VT 004 406	ED 017 687
VT 004 416	ED 019 476
VT 004 417	ED 016 858
VT 004 418	ED 017 688
VT 004 422	ED 020 328
VT 004 423	ED 023 807
VT 004 449	ED 015 345
VT 004 451	ED 015 347
VT 004 454	ED 017 689
VT 004 456	ED 017 691
VT 004 482	ED 016 859
VT 004 483	ED 016 860
VT 004 484	ED 016 861
VT 004 488	ED 016 863
VT 004 490	ED 017 707
VT 004 506	ED 022 001
VT 004 515	ED 023 808
VT 004 528	ED 017 710
VT 004 534	ED 020 330
VT 004 540	ED 018 652
VT 004 543	ED 020 335
VT 004 547	ED 020 339
VT 004 548	ED 020 340
VT 004 549	ED 020 341
VT 004 551	ED 018 653
VT 004 553	ED 020 342
VT 004 557	ED 018 654
VT 004 567	ED 023 809

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VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS

VT 004 590	ED 020 348
VT 004 593	ED 016 865
VT 004 598	ED 022 010
VT 004 606	ED 023 810
VT 004 609	ED 021 056
VT 004 612	ED 021 057
VT 004 613	ED 020 351
VT 004 615	ED 020 352
VT 004 619	ED 017 711
VT 004 620	ED 017 712
VT 004 621	ED 020 354
VT 004 630	ED 018 656
VT 004 632	ED 020 356
VT 004 635	ED 017 714
VT 004 638	ED 015 734
VT 004 647	ED 023 811
VT 004 655	ED 023 812
VT 004 656	ED 016 144
VT 004 660	ED 016 867
VT 004 668	ED 022 011
VT 004 676	ED 022 084
VT 004 681	ED 018 657
VT 004 689	ED 020 357
VT 004 690	ED 020 358
VT 004 691	ED 023 813
VT 004 692	ED 023 814
VT 004 719	ED 020 362
VT 004 725	ED 020 367
VT 004 726	ED 020 368
VT 004 729	ED 020 371
VT 004 730	ED 020 372
VT 004 731	ED 020 373
VT 004 732	ED 020 374
VT 004 733	ED 020 375
VT 004 734	ED 020 376
VT 004 735	ED 020 377
VT 004 736	ED 020 378
VT 004 752	ED 022 014
VT 004 753	ED 020 380
VT 004 754	ED 020 381
VT 004 755	ED 020 382
VT 004 756	ED 019 477
VT 004 758	ED 018 658
VT 004 762	ED 018 659
VT 004 769	ED 017 719
VT 004 780	ED 017 722
VT 004 812	ED 022 018
VT 004 818	ED 023 816
VT 004 836	ED 017 723
VT 004 853	ED 019 485
VT 004 854	ED 017 726
VT 004 855	ED 017 727
VT 004 863	ED 018 660
VT 004 918	ED 020 395
VT 004 926	ED 021 060
VT 004 927	ED 021 061
VT 004 932	ED 017 728
VT 004 935	ED 018 661
VT 004 936	ED 017 729
VT 004 937	ED 019 492
VT 004 939	ED 017 730
VT 004 940	ED 017 731
VT 004 999	ED 020 399
VT 005 003	ED 018 662
VT 005 022	ED 020 400

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS

VT 005 026	ED 023 818
VT 005 027	ED 023 819
VT 005 036	ED 016 871
VT 005 038	ED 016 873
VT 005 039	ED 016 874
VT 005 041	ED 017 733
VT 005 042	ED 017 734
VT 005 043	ED 019 493
VT 005 045	ED 017 735
VT 005 050	ED 023 820
VT 005 055	ED 020 401
VT 005 090	ED 022 022
VT 005 091	ED 019 494
VT 005 122	ED 022 889
VT 005 123	ED 022 890
VT 005 124	ED 022 891
VT 005 131	ED 018 663
VT 005 145	ED 020 402
VT 005 146	ED 019 495
VT 005 147	ED 022 023
VT 005 151	ED 020 403
VT 005 159	ED 017 740
VT 005 160	ED 017 741
VT 005 163	ED 020 406
VT 005 173	ED 020 407
VT 005 183	ED 018 664
VT 005 184	ED 018 665
VT 005 188	ED 022 893
VT 005 190	ED 020 410
VT 005 191	ED 022 894
VT 005 193	ED 017 742
VT 005 194	ED 018 666
VT 005 195	ED 018 667
VT 005 199	ED 018 668
VT 005 200	ED 018 669
VT 005 220	ED 022 026
VT 005 242	ED 022 028
VT 005 252	ED 022 029
VT 005 268	ED 017 743
VT 005 276	ED 018 670
VT 005 277	ED 018 671
VT 005 284	ED 020 415
VT 005 285	ED 020 416
VT 005 286	ED 019 497
VT 005 289	ED 022 030
VT 005 294	ED 023 821
VT 005 315	ED 022 896
VT 005 414	ED 019 498
VT 005 415	ED 021 064
VT 005 417	ED 020 419
VT 005 419	ED 022 031
VT 005 420	ED 017 744
VT 005 430	ED 020 421
VT 005 439	ED 020 422
VT 005 442	ED 018 672
VT 005 443	ED 018 673
VT 005 447	ED 022 033
VT 005 451	ED 020 423
VT 005 453	ED 019 499
VT 005 454	ED 019 500
VT 005 455	ED 019 501
VT 005 456	ED 019 502
VT 005 466	ED 020 424
VT 005 474	ED 018 675
VT 005 479	ED 020 425

VT NUMBERS CONVERTEL TO ED NUMBERS OR MP NUMBERS

VT 005 480	ED 019 503
VT 005 481	ED 019 504
VT 005 502	ED 019 505
VT 005 503	ED 019 506
VT 005 504	ED 019 507
VT 005 511	ED 019 508
VT 005 512	ED 019 509
VT 005 521	ED 020 426
VT 005 530	ED 022 037
VT 005 531	ED 022 038
VT 005 534	ED 022 039
VT 005 538	ED 019 510
VT 005 544	ED 019 511
VT 005 549	ED 019 512
VT 005 550	ED 022 040
VT 005 552	ED 019 513
VT 005 556	ED 020 427
VT 005 557	ED 020 428
VT 005 564	ED 023 829
VT 005 569	ED 019 514
VT 005 570	ED 022 041
VT 005 591	ED 023 830
VT 005 596	ED 019 515
VT 005 598	ED 019 516
VT 005 620	ED 020 430
VT 005 622	ED 023 832
VT 005 625	ED 023 833
VT 005 627	ED 020 431
VT 005 634	ED 020 432
VT 005 642	ED 022 042
VT 005 643	ED 022 903
VT 005 645	ED 022 043
VT 005 647	ED 023 834
VT 005 648	ED 019 517
VT 005 653	ED 019 518
VT 005 654	ED 019 519
VT 005 710	ED 019 520
VT 005 714	ED 020 433
VT 005 715	ED 020 434
VT 005 716	ED 020 435
VT 005 720	ED 020 439
VT 005 721	ED 020 440
VT 005 723	ED 021 127
VT 005 726	ED 019 524
VT 005 727	ED 022 046
VT 005 738	ED 023 837
VT 005 744	ED 019 525
VT 005 745	ED 019 526
VT 005 762	ED 021 128
VT 005 776	ED 021 130
VT 005 777	ED 021 131
VT 005 800	ED 020 443
VT 005 801	ED 020 444
VT 005 833	ED 021 132
VT 005 838	ED 022 909
VT 005 861	ED 021 135
VT 005 862	ED 021 136
VT 005 869	ED 021 137
VT 005 941	ED 021 141
VT 005 993	ED 021 148
VT 005 996	ED 023 840
VT 006 024	ED 023 841
VT 006 147	ED 023 842
VT 006 156	ED 023 843
VT 006 172	ED 023 844

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VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS

VT 006 271	ED 023 846
VT 006 272	ED 023 847
VT 006 273	ED 023 848
VT 006 305	ED 023 849
VT 006 321	ED 023 850
VT 006 360	ED 023 851
VT 006 372	ED 022 917
VT 006 410	ED 022 053
VT 006 418	ED 023 855
VT 006 472	ED 023 858
VT 006 505	ED 022 054
VT 006 525	ED 022 056
VT 006 561	ED 023 860
VT 006 576	ED 022 057
VT 006 599	ED 023 862
VT 006 603	ED 023 863
VT 006 606	ED 023 865
VT 006 627	ED 022 058
VT 006 642	ED 023 867
VT 006 662	ED 022 059
VT 006 719	ED 023 872
VT 006 723	ED 023 873
VT 006 726	ED 023 874
VT 006 750	ED 022 060
VT 006 760	ED 023 875
VT 006 774	ED 023 876
VT 006 801	ED 023 877
VT 006 911	ED 023 886
VT 006 926	ED 022 065
VT 007 012	ED 023 888
VT 007 128	ED 023 890
VT 007 129	ED 023 891
VT 007 130	ED 023 892
VT 007 131	ED 023 893
VT 007 153	ED 023 895
VT 007 159	ED 023 898
VT 007 161	ED 023 900
VT 007 173	ED 023 902
VT 007 213	ED 022 970
VT 007 237	ED 023 909
VT 007 245	ED 023 910
VT 007 256	ED 023 916
VT 007 268	ED 023 918
VT 007 283	ED 023 921
VT 007 374	ED 023 930
VT 007 438	ED 023 937

CONVERSION OF DOCUMENT NUMBER INDEX

ED NUMBERS OR MP NUMBERS CONVERTED TO VT NUMBERS	
MP 000 107	VT 001 533
MP 000 200	VT 003 662
MP 000 201	VT 003 663
MP 000 242	VT 003 822
MP 000 270	VT 003 858
MP 000 286	VT 003 877
MP 000 288	VT 003 879
MP 000 289	VT 003 880
MP 000 299	VT 004 058
MP 000 304	VT 004 079
MP 000 308	VT 004 083
MP 000 323	VT 004 099
MP 000 329	VT 004 112
MP 000 331	VT 004 114
MP 000 339	VT 004 161
MP 000 345	VT 004 235
MP 000 346	VT 004 236
MP 000 366	VT 004 265
ED 011 091	VT 000 982
ED 011 353	VT 001 594
ED 011 709	VT 004 396
ED 011 984	VT 003 854
ED 012 389	VT 003 255
ED 012 582	VT 000 532
ED 012 930	VT 004 095
ED 013 098	VT 003 701
ED 013 538	VT 002 889
ED 013 645	VT 000 868
ED 014 020	VT 003 431
ED 014 266	VT 000 022
ED 014 309	VT 004 274
ED 014 554	VT 002 356
ED 014 555	VT 002 385
ED 014 581	VT 003 666
ED 014 585	VT 003 680
ED 014 586	VT 003 682
ED 014 594	VT 003 820
ED 014 614	VT 003 867
ED 014 616	VT 003 946
ED 015 042	VT 004 178
ED 015 256	VT 002 722
ED 015 261	VT 003 254
ED 015 263	VT 003 260
ED 015 290	VT 003 848
ED 015 293	VT 003 855
ED 015 300	VT 003 949
ED 015 301	VT 003 950
ED 015 305	VT 004 081
ED 015 306	VT 004 082
ED 015 308	VT 004 086
ED 015 310	VT 004 088
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